

BUSINESS EDUCATION WORLD

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FEBRUARY
1951

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OF MICHIGAN

JAN 23 1951

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BUSINESS SCENE

■ **Cracks in the Price Ceiling**—No matter where or how you set price ceilings, there are bound to be inequities, hardships. In the Government's first efforts (late December) three specific weaknesses stood out.

- *Lack of wage controls* means no ceiling on costs—so, no ceiling on prices. The auto industry, for example, has been hard pressed to understand how it can be possible that cars would be ceilinged while there were no ceilings on the commodities going into them.

- *Farm product prices* have limits beyond which, says Congress, the prices cannot be shoved—down. Yet the food processor who handles farm products is ceilinged. This pushes back on the farmer, who may expect to have his voice heard loudly and urgently in the weeks ahead.

- *Imported materials* cannot be effectively controlled—and imported materials are mighty important right now. It's not just tin, rubber, coffee. It's aluminum, copper, lead, and zinc, too, on which we used to be self-sufficient but now have to import in large quantities.

If you cannot or do not control wages, prices of farm products, and prices of imported materials, how—economists and businessmen ask—can you hold ceilings on selected products without a general all-over freeze on everything?

■ **Employment Market**—The expected seasonal dip in employment took place on schedule in January, when hundreds of thousands of Christmas extras were dropped from retail payrolls. But after February it is expected that the manpower pinch will get tighter than ever. Some reasons:

- *Military manpower needs*, if they continue at January's 8,000-a-month rate, will be at an annual rate 1½ times the yearly growth of the labor force. As always, draft increases result also in higher beat-the-draft enlistments.

- *Manufacturing manpower* has flattened out at about 15.7 million. That's a temporary lull, still far under the 17.8 million at the World War II peak. But, as industrial mobilization gets up steam, we will again approach that peak.

- *Government employment* will doubtless increase again as the Bureau gets under full way.

■ **Mobilization**—The sudden rush

for industrial and economic mobilization is due in part to the Korean reverses; but this is due equally to revision of the "calculation" on Russia. Until a few weeks ago, the Pentagon figured 1954 was the year of danger. Now it figures that the next 18 months may bring the show-down. It has so advised Congress.

That explains the urgency to get mobilization going. That still doesn't mean "all out" in advance of a big war. The start of a big war would mean full conversion without regard to the economic consequences. If we went "all out" now and if war failed to come, the economy might be left prostrate. Besides, modern wars are fought with factories as well as with men, and our big forte is factories.

So the current objective will be two-pronged: (1) a stronger fighting force, with more men and weapons, but not at wartime level (23 army divisions, against 90 in World War II, and half the wartime air power); and (2) a greatly expanded industry, set to make a quick conversion to full war production, when and if that need arises.

- *Industrial preparedness* will get the big priority. The prime aim in the build-up stage is not a tremendous arms stockpile, which might be obsolete when needed, or a huge but idle military force. The big emphasis will be on readying industry so that it can turn out a flood of latest-type weapons whenever necessary. This appears to be a major premise in the emerging mobilization policy.

- *Spreading war orders* among more manufacturers is part of that "readying industry" policy. The plans are now unfolding, and you'll read and hear much about them in the next few months. The underlying idea is that future defense will be better served if, for example, an arms order is split among three producers instead of being handed to a single company. Then, when and if the time for a step-up comes, there will be more producers with experience.

■ **Inflation Bets**—What are the prospects on inflation? There's no pat answer, but this is the guessing done by some of the stabilizers who fight inflation:

- *Prices will go up 10 per cent* in the first year after broad controls are imposed. The controllers say that ceilings won't stop this rise.

- *An annual increase* for future

years will rise about 5 per cent a year. It's what is known as "controlled inflation."

■ **The Mobilization Chief**—Top boss of the mobilization effort is C. E. Wilson. He was picked as mobilization head because he is a production man, with War Production Board experience.

- *Note the grant of power* he got. Truman delegated to Wilson the full say on production, economic controls (including wages and prices), transportation, manpower, and procurement—all the powers pertaining to mobilization.

- *This is without precedent.* In World War II, the comparable powers were parceled out to Nelson, Byrnes, and many lesser "czars." Truman retains veto power, of course; but he has assured his Office of Defense Mobilization chief a free hand, plus White House support to get a program through.

- *Junior President.* Wilson is, in effect, the home-front president, with this one advantage over the elected president: He is not a candidate for elective office; so, he doesn't have to bow to political pressures. That's a big asset when a part of his job is to step on the public's toes and bang Washington heads together.

- *Staffing the mobilization agencies* will be difficult, even with Wilson at the helm. Businessmen are busy, find it inconvenient to take Government posts. Yet their stake in who runs the controls is tremendous. If controls are run by businessmen, they will be ended when the need disappears. But if the controls get firmly into the hands of bureaucracy, it is feared that they may never be dropped.

EDUCATIONAL NEWS

■ **Ten Major Educational Events of 1950**—For the ninth consecutive year, members of the Educational Press Association of America have selected a "big ten" list of news items on the school front. The 1950 list includes:

1. The decision of American education, including the Association of American Universities, to support universal military training.

2. The decision of the U.S. Supreme Court in the University of Oklahoma and University of Texas segregation cases, which demands

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PROFESSIONAL REPORT

that racial segregation end at the graduate level; and the subsequent breaking down of segregation walls in some Southern undergraduate schools.

3. The rising enrollment among Catholic schools, a trend expected to accelerate during the coming years. Catholic leaders explain that the public schools' neglect of religion is prompting many parents to transfer their children to church-sponsored schools.

4. Creation of the National Conference for Mobilization of Education, a voluntary group formed to protect the interests of schools, colleges, and universities during the mobilization.

5. The launching of a \$3 million Kellogg Foundation project to improve the quality of public school administration. Under this project, the school superintendent will go back to school for in-service training.

6. Creation by Congress of the National Science Foundation.

7. Enactment of Social Security legislation for 600,000 non-public school employees and its defeat for public school teachers.

8. Launching of the \$250 million Ford Foundation and its promise to support research and projects to improve teaching, human relations, and similar broad fields.

9. Enactment by Congress of Federal aid to school districts overloaded with children brought in as a result of war activities.

10. The White House Conference for Children and Youth, and its emphasis on mental health.

■ **Also-Ran News Items of 1950—**Not rated among the top ten news items, but of interest and importance were these news items of 1950:

1. A Federal Circuit Court ruled that summer-school expenses of teachers are deductible from income taxes.

2. The 81st Congress defeated Federal aid to general education.

3. Tape recording emerged as an important instrument for classroom teaching.

4. JAMES B. CONANT, of Harvard, published his plan for universal military service in *Look* magazine, December 19.

5. The NEA voted to expel members of subversive groups.

■ **The Conant UMS Plan—**The plan set forth in *Look* magazine under the authorship of Harvard's JAMES B. CONANT includes:

"I suggest that *every* young man on reaching the age of 18 or on

graduation from high school be enrolled in the service for two years.

"Able-bodied will serve in the armed forces; the physically unfit will serve in other capacities at the same pay.

"There would be no deferments or exemptions for college students or anyone else. To defer military service until a young man's education is complete may mean deferring it four to eight years. It would be better for most individuals to get their tour of duty in uniform over and done with before they enter college."

● **Conant's Reasoning:** That neither the draft nor proposals for universal military training (as contrasted with universal military service) can give what the nation needs immediately — an armed force of from 3 to 3.5 million men. A training program provides only reserves. What is needed now is a service force in being. Hence, says Conant, we need a universal military service of two years for all youth before they take their places in the industrial life of the country.

● **Action?** The Conant plan now has machinery to promote it. Twenty educators and leaders in other fields have set up a "Committee on the Present Danger," with headquarters at 711 Fourteenth Street N.W., in Washington, D. C.

■ **Open Season on Contests—**This is the time of the school year when shot-in-the-arm contests help students and teachers get over the mid-winter drag. To wit:

● **Bookkeeping.** BEW's own big International Bookkeeping Contest is announced on page 290.

● **Shorthand Penmanship.** The Annual Order of Gregg Artists Contest sponsored by *Today's Secretary* magazine is already under way, with thousands of early entries getting in long before the March 1 deadline.

● **Artistic Typewriting.** JULIUS M. NELSON, artypist extraordinary and sponsor of an annual artistic typewriting contest, has announced his Thirteenth Annual International Typewriter Art Contest. Full details may be obtained from Mr. Nelson at 4006 Carlisle Avenue, Baltimore 16. In general, the rules are:

Deadline—May 1, 1951; any number of entries may be submitted (fee, 10 cents each); any make of machine, any color of ribbon or carbon may be used; no restrictions on type of design. Prizes: new Underwood portable, plaques, medals, zipper cases, books, alarm clocks, etc., totaling about \$300 in all.

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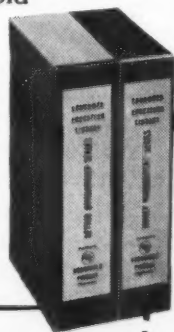
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PROFESSIONAL REPORT

PEOPLE

College Appointments—

• LEONE ORNER, from the Texas Technological Institute (Lubbock), to the University of Tulsa on February 1 to become acting head of the Secretarial Administration Department of the University. Miss Orner has taught also at Central High School, Oklahoma City, the WAVE School at Oklahoma A. & M., and Texas State Women's College (Denton).

Miss Orner replaces MRS. LUCILLE HUMMEL, who has resigned from the University, moved from Tulsa to Oklahoma City, and undertaken full management of her handmade rug business.

• HARRY BAUERNFEIND, formerly dean of instruction at The Gregg College, has resigned from the school and accepted appointment as of December 1 as Educational Director of the Business Institute of Detroit.

Bereavement—

• DON T. DEAL, for many years head of the Business Department in Trenton, New Jersey, Senior High School, in November, after an illness of many months.



Dr. John Moorman, President of SBEA

for Teachers), bookkeeping and accounting; KENNETH DUNLOP (Salisbury Business College), private business schools; F. DEVERE SMITH (University of South Carolina), colleges and universities; LOIS FRAZIER (Brevard College), junior colleges; and BERNICE BJONERUD (New Hanover High School, Wilmington, North Carolina), high schools. (Officers of the distributive education section were not announced.)

• *State Representatives:* ELIZABETH O'DELL (University of South Carolina), South Carolina; THEODORE WOODWARD (George Peabody College), Tennessee; DR. MERLE LANDRUM (Longwood College, Farmville), Virginia; CLOYD ARMBRISTER (Concord College), West Virginia; MARY DODSON (Alabama Polytechnic Institute), Alabama; JOSEPH H. CLEMENTS (Arkansas State Teachers College), Arkansas; BETTY E. WEEKS (Miami Senior High School), Florida; LUCY ROBINSON (Marietta High School), Georgia; DR. VERNON A. MUSSELMAN (University of Kentucky), Kentucky; GLADYS PECK (Louisiana State Supervisor of Business Education), Louisiana; PAULINE RAWLINGS (Mississippi Southern College), Mississippi; and DR. ROWENA WELLMAN (Woman's College), North Carolina.

• *Next Year.* "The 1951 convention will be held on the Mississippi Gulf Coast. The headquarters hotel will be announced within the near future."

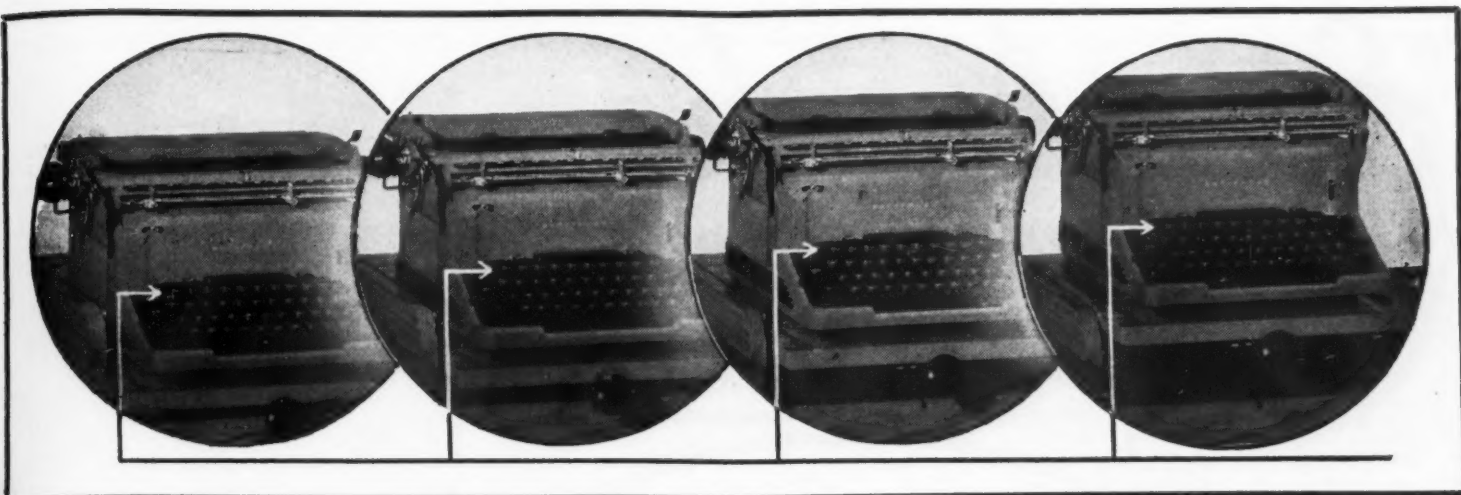
■ **Senator Mundt at EBTA**—EBTA's plans for its annual Eastertime convention, scheduled this year for the Bellevue-Stratford Hotel in Philadelphia from March 22 to March 24, look bigger and better with each succeeding news release from publicity director ROLAND S. PEPPER, of Goldey College. So far:

GROUPS

■ **Report on the SBEA Meeting in Richmond** — Approximately 300 business teachers attended the annual Thanksgiving time convention of the Southern Business Education Association, held in Richmond. Convention theme, generously illustrated by Richmond hospitality: "School Community Co-operation." Presiding officer was ELISE ETHEREDGE; State Supervisor ARTHUR L. WALKER and DR. MERLE LANDRUM handled arrangements.

• *New and Re-elected Officers:* DR. JOHN H. MOORMAN (University of Florida, Gainesville), president; R. A. EVANS (Evans College of Commerce, Gastonia, North Carolina), first vice-president; ARTHUR L. WALKER (Virginia State Supervisor of Business Education), second vice-president; FRANK HERNDON (University of Mississippi), re-elected secretary; HAROLD CRAVER (Louisiana State College, Baton Rouge), treasurer; and DR. R. NORVAL GARRETT (Hammond, Louisiana), editor.

• *Sectional Chairmen:* PAULINE RAWLINGS (Mississippi Southern College), secretarial studies; THEODORE WOODWARD (Peabody College



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• **THE HON. KARL E. MUNDT**, Senator from South Dakota, will give the keynote, opening address. The Senator is a former high school teacher, school superintendent, college instructor, and businessman. "What We Must Do to Stay Free" is his subject.

• **Banquets and Breakfasts.** You will eat in good company at EBTA: There's the Fifty-fourth Annual Banquet; the Boston University breakfast; the Fellowship Luncheon; the Pi Omega Pi Dinner; the Salem Teachers College Luncheon; and the Columbia University Teachers College Breakfast—so far. There are certain to be others, too.

The Fellowship Luncheon (noon, Thursday) is sponsored by the private business schools and will honor **FREDERICK G. NICHOLS**.

• **Speechless Banquet.** The convention banquet, featured as "a banquet without a speaker," will be held Thursday—the opening—night. **HOWARD KLEIN**, billed as "America's Foremost Hypnotist," will entertain.

■ **Western B.E.A. Gets Going**—With the ratification of the constitution of the Western Business Education Association by four state business education associations—those of Idaho (first to ratify), California, Montana, and Oregon—the WBEA assumes legal status, reports its *pro tem* president, **THEO. YERIAN** (Oregon State, Corvallis). Still awaiting ratification but expected to join the western circuit are the state organizations of Arizona, Utah, Washington, and Wyoming.

"It should be emphasized," says President Yerian, "that WBEA considers itself to be the 'Western arm' of the UBEA. All activities, such as publication of magazines, quarterlies, and yearbooks, will be a matter

of working through the national association and not in addition to. In this manner, present UBEA services should be strengthened and will become available to a greater number of people."

• **First convention** of the new organization will be held at Portland, Oregon, at the Congress Hotel, on March 21 and 22, with the Oregon B.E.A. as hosts for the meetings.

■ **Officers Newly Reported—**

• **Kansas B.T.A.:** **LODA NEWCOMB** (University of Kansas), president; **JOHN N. PAYNE** (Hutchinson High School), vice-president; **ELSIE BORCK** (Marysville High School), secretary-treasurer; and **C. A. SWENSON** (Kansas State Teachers College), executive secretary. Kansas B.T.A. convened in November in Garden City. Headliners: **DR. J. ANDREW HOLLEY** (Oklahoma A. & M.), **DR. KENNETH HANSEN** (Colorado State College of Education), and **E. C. MCGILL** (Kansas State, Emporia).

• **New Jersey Business Schools:** **RICHARD J. HALL** (Drake College), president; **LEON TERRY** (Newark Preparatory), vice-president; **H. B. LLOYD** (Drake College), secretary; and **MRS. E. ELIZABETH FISLER** (Steelman School), treasurer.



Dr. Theo. Yerian, President of WBEA

• **West Texas:** **DR. WADE HART-RICK**, president; **MRS. MACK SMITH**, vice-president; **BESSIE BULLOCK**, secretary-treasurer; and **DR. CLIFFORD B. SHIPPLEY**, program chairman.

• **Tennessee:** **MRS. JOHN K. BREST** (Shelbyville), president; **ROBERT PITTS** (Andrew Jackson Business University), vice-president; and **MRS. HAROLD DEDMAN** (Donelson), secretary.

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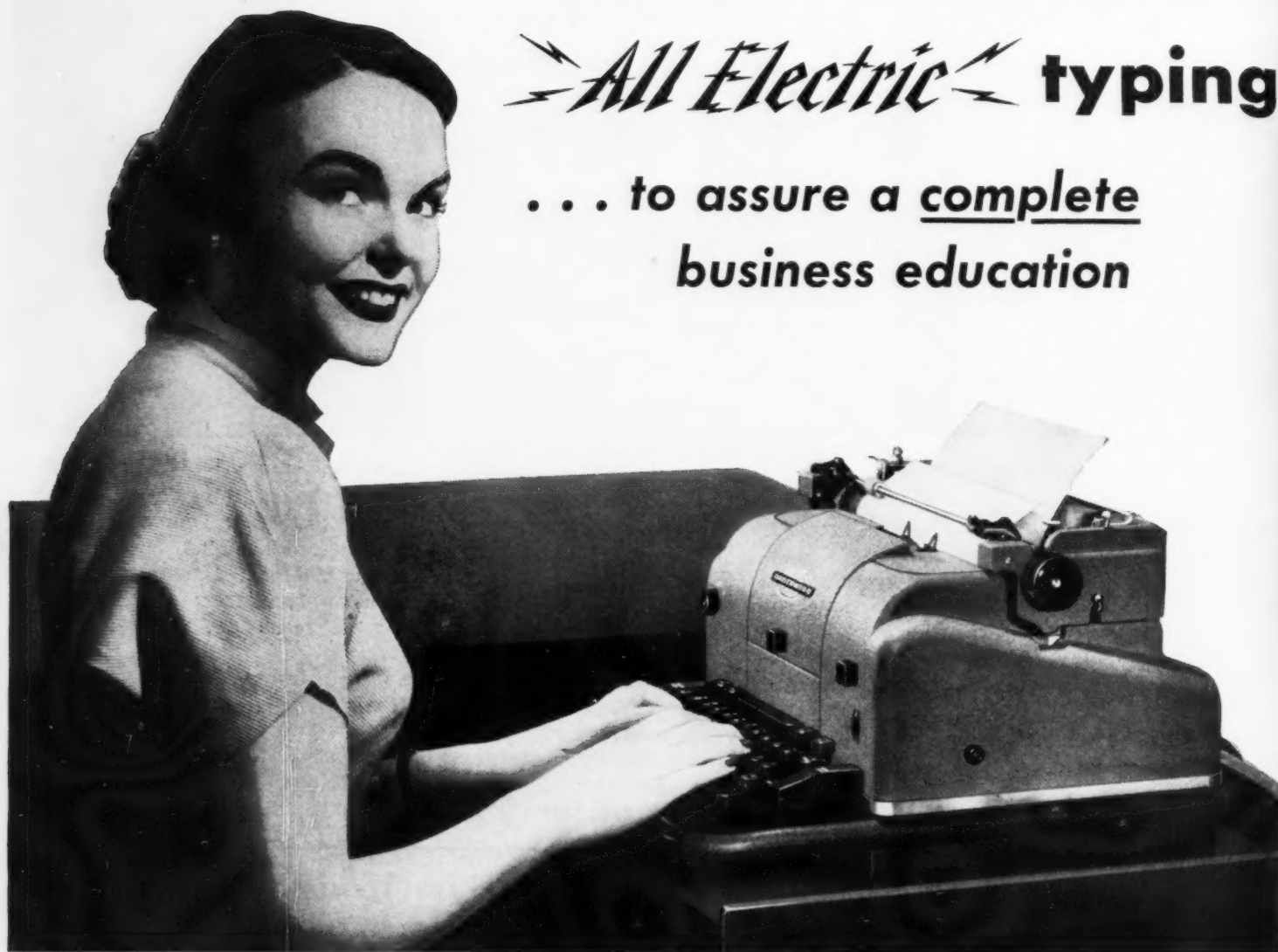


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UNDERWOOD *⚡ All Electric ⚡* TYPEWRITER

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THESE SIX GIRLS are attending a stockholders' meeting of their own firm, Office Services, Inc. They perform many kinds of office services for the school and for customers in their community, charging a modest fee for their work. Each is paid for her hours of work, yet the corporation earns enough for an occasional dividend, too. Experience in real production, in meeting deadlines, in earning and managing money, in dividing and assigning work, and in using the corporate form of business are some of the values of—

Office Services, Inc.

LAURENT FORTIN

East Hampton High School
East Hampton, Connecticut

■ **Background** — Our school, like many other small public schools offering business education courses, has often been requested to do typing, duplicating, and miscellaneous office work for individuals, firms, and organizations in the community. An effort was always made to comply with such requests, partly in the interests of good public relations and partly because the projects involved sometimes provided desirable training for the students.

However, a problem was frequently created when such work could not be integrated in the regular training schedule for the office practice and advanced typing classes. Oftentimes, "emergency" projects not only interfered with the training schedule but necessitated student work during after-school hours, with no reward for the students other than the training involved.

While such after-school work constituted a solution to the prob-

lem, the writer did not consider this situation to be entirely fair to the business education students, many of whose classmates were engaged in profitable after-school employment. Furthermore, many of the projects were of questionable value as training material, since they required the use of skills already well mastered by the students.

The idea of a student business organization to perform typing, duplicating, and miscellaneous office services for the community at moderate rates during after-school hours evolved as a solution to the problems.

• *The prospective organization* was discussed at length with the school administrator. Up to this time, precedent had decreed that the school render such service to the community as a free civic obligation. The principle of the school's responsibility to the community in this matter was carefully considered, and the conclusion reached was that the practice of charging a small fee for such work would in no way violate this principle. Special provisions were made

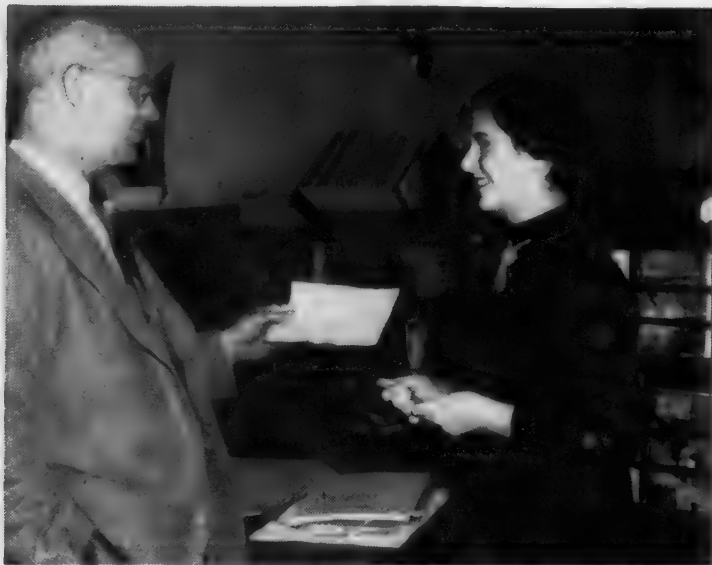
to continue doing work for such organizations as the P. T. A. and the local churches free of charge.

When the idea of "going into business" was suggested to them, the members of the clerical practice class (students in their junior year) expressed enthusiasm, and requested permission to formulate plans immediately.

■ **Selection of Members** — Only those members of the clerical practice class with marks of B or better in clerical practice and advanced typing were considered for membership. Students with after-school jobs or bus-transportation problems were not eligible.

Eligible students who volunteered to take part in the new venture did so with the understanding that all work for the corporation would have to be done during after-school hours. Seven students formed the nucleus of our first Office Services corporation.

■ **Organization Meeting** — An initial organization meeting was held, during which the members voted to organize as a corporation. Following a discussion of some of the features of corporate ownership with



STEP ONE. Earl C. Hitchcock, proprietor of Hitchcock's Drug Store, gives a duplicating project to Joanne Bollerer, Office Services representative on duty. He fills out work-order form.



STEP TWO. Joanne immediately goes to work typing the stencil. She keeps a record of her time, for her own payment depends on time. Office Services, Inc. usually does job at once, after school.

which the students would have to acquaint themselves, officers were elected, staff members were appointed and their duties enumerated, general policies were determined, and a duty schedule was set up.

■ **Capital Stock** — One hundred shares of stock were authorized, with the original seven stockholders owning ten shares each. Thirty shares were left unissued. Each stockholder invested fifty cents (five cents per share) for his ten shares of stock. This money was used as an initial investment for the purchase of necessary stationery and other supplies.

■ **Duties of Employees**—The students were owners, managers, and employees of their company.

As employees, they were assigned work on a rotation basis, which required at least one member of the organization to be on duty after school at 3 o'clock. The student on duty received messages for the organization through the school telephone and did any work scheduled for that day. When projects could not be handled by one student, other members of the corporation assisted, although not scheduled for duty on that day. A record of time spent on the job was given to the payroll clerk. Students were paid only for actual time spent on projects; being "on duty" did not bring remuneration unless work had to be done on that day. Furthermore, students did not receive money for time spent in correcting errors. If, for any reason, work was returned to the student to be done again, this was done "free of charge" and without payment.

In return for the performance of work on projects, students were

paid at the rate of fifty cents an hour. Of this amount, ten cents remained in the corporation. Funds accumulated in the corporation were used as directed by a vote of the Board of Directors, an organization embodying the entire membership of the company.

■ **Duties of Officers and Staff Members**—As officers and staff members, the students were responsible in general for the successful management of the corporation.

- *The duties of the president* were to preside at all meetings of stockholders and of the Board of Directors, to sign all official letters and documents for the corporation, to oversee and to co-ordinate activities of staff members, and to determine policies of a general executive nature.

- *The secretary-treasurer* was re-

sponsible for maintaining minutes of stockholders' and Board of Directors' meetings, collecting all money due the organization, figuring the cost of supplies, and maintaining all financial reports for the corporation.

- *Staff members* included a payroll clerk, whose duties were to maintain the payroll records, to issue a roster of working days for students, to obtain the checks for the monthly payroll, and to make out the pay envelopes with the correct change; a records clerk, who was concerned with keeping a record of all projects, including the name of the organization for whom the work was done, kind of work performed, time taken to do the work, and a sample of the work; publicity and advertising agents, whose duties were to announce the



FOUR MEMBERS of Office Services pitch in together on big job—free—for P. T. A. Most jobs are done by the student on duty, but here Ethel Bidwell (mimeograph), Gloria Esbright (Mimeoscope), Joanne Bollerer (filling out an invoice) and Marian Youngs (typing) work together.



STEP THREE. Proofreading the job is repeated at each stage of production. Office Services, Inc. guarantees perfect work. Joanne not only proofreads the typing but closely inspects the mimeographing.



STEP FOUR. An invoice listing labor and cost of materials is filled out on completion of each project. Ethel Bidwell, payroll clerk, checks duplicate copy before recording on the payroll the time worked.

establishment of the company, to write articles for the local paper regarding the activities of the organization, to arrange for poster and postal-card advertisements, and to compose paid advertisements for the local paper.

■ **Initial Publicity**—The first project of the new organization was to type individual form letters to the merchants and other possible clients of the community announcing the establishment of Office Services, Inc. The letters were composed by the publicity agent and signed by the president. Approximately 100 letters were mailed on company letter-head paper.

■ **Sponsorship** — Office Services, Inc. is one of twenty-seven clubs and organizations sponsored by the high school student association. This allows the organization to use the

association banking services, thus facilitating the deposit of money and withdrawal by check.

The writer serves as faculty sponsor of Office Services, and in this capacity is responsible for supervision of funds accumulated as well as for the general operation of the company.

■ **Kinds of Services Rendered**—Some idea of the nature of the projects completed for members of the community may be gained from the following entries taken from the organization journal:

100 mimeographed copies of legal forms for a judge of the Probate Court (60¢); 100 individually typed sales letters for the local paper (\$5.50); 150 copies of a program for the Eastern Star (\$1.20); 75 copies of programs for the Garden Club (50¢); 500 copies of egg records and forms for poultry farmer (\$1.95); weekly mimeographed copies of a television guide for a radio-television shop (75¢ per week).

In addition to doing work for members of the community, the company also performed miscellaneous office tasks for members of the faculty. While school work consisting of typing and duplicating is done for teachers as part of the school student-secretary program, work of a personal nature was done for teachers at the usual rates. The large majority of projects for the organization were concerned with duplicating and typing.

It is the aim of the organization this year to expand existing service to include more elaborate and attractive sales letters, announcements, and direct-mail advertisements for small local stores. Work of this nature involving special ar-

tistic talent will be sub-let to students in the graphic arts division.

■ **Supplies and Equipment**—Initial stationery supplies, including various kinds of paper, envelopes, carbon paper, and duplicating stencils, were bought from the school at regular school discount prices. These were kept in a special closet labeled OFFICE SERVICES and provided with a lock, keys to which were kept only by the faculty sponsor and the organization president.

Permission was obtained from the superintendent and Board of Education to use school machines and equipment for typing and duplicating.

Forms for invoices, statements, and price lists were duplicated with an Office Services heading. The invoices provided a complete breakdown of charge rates, like this:

Cost of materials

| | |
|-----------------------------|---------|
| _____ Mimeograph Stencils | @ .10 |
| _____ Master Copy Stencils | @ .05 |
| _____ Sheets of Bond Paper | @ .015 |
| _____ Duplicator Paper | @ .003 |
| _____ Mimeograph Paper | @ .002 |
| _____ Mimeograph Paper | @ .003 |
| _____ | @ _____ |
| _____ | @ _____ |
| Total Cost of Material..... | |

Cost of labor:

| | |
|---------------------------------|-------|
| _____ Minutes @ .008 per minute | |
| Total Cost | |

■ **Beneficial Results**—While many flaws still remain to be ironed out,



LAURENT FORTIN, author of this article, is sponsor and originator of Office Services, Inc. Thinks it fine training.

Office Services, Inc. appears to have established itself as a definite part of our school's training and extra-curricular program.

- *Community reaction* to the program has been better than was anticipated. Customers were not only ready to pay for this work, but in many instances expressed their gratitude for the quality and promptness of the service.

- *Some of the outstanding advantages* of this student corporation include the following:

1. Interruptions of the training schedule, to provide community service, were eliminated.

2. The students were given an opportunity to earn a modest sum of spending money.

3. The community received better service, because students took greater pride in their work. Work was done on the day received, rather than being worked into a class period one day and completed during a later class period or periods.

4. The students, as owners and managers of a "going concern," were able to gain insight into many hitherto vague business concepts. Their understanding of the time and effort required to run a business increased with every hour of their own time spent in the management of Office Services.

5. Student knowledge of the corporate form of ownership was increased. Although Office Services did not utilize all phases of the corporation management, enough information about corporations was gained to have made the venture worth while.

6. The students learned to work together as a team, both as employees and as owners of the business.

7. The students have learned to meet more exacting standards of workmanship. They know now the feeling of typing "under pressure" for someone who is paying cash rather than giving a mark.

8. Other students taking the business education course have tried to improve the quality of their work in order to be eligible to join the corporation in later years.

Because of the preceding and of other advantages not listed, the writer feels that the time spent by the students and the faculty sponsor in the organization, management, and operation of Office Services has brought its own reward in better-trained and better-informed students capable of rendering better service to the community now and to their employers when they graduate from high school.

Practice Teaching, 1951

The authors of this contribution are student teachers who have just completed their practice teaching. They are seniors at the Iowa State Teachers College, Cedar Falls; and they did their cadet teaching at nearby Hudson (Iowa) High School under the supervision of I. S. T. C. instructor, Joseph Przychodzin. BEW rarely publishes manuscripts written by other than experienced teachers, but the following article is so thorough and so enthusiastic an account of the program of practice teaching at the authors' college that BEW thought readers—particularly those who completed their own cadet teaching some years ago—would be interested in this view of 1951-style practice teaching. The emphasis on extracurricular experience and even on study-hall duty is one that will make veterans say, "How well I remember how much I could have used that kind of experience when I started to teach!"

Practice Teaching Can Teach a Lot

EUGENIA VANDERHEYDEN

and NATALIE CLAYTON

Iowa State Teachers College
Cedar Falls, Iowa

We looked forward to practice teaching. We knew that the primary aim of preparatory teaching experience is to develop teaching competency. We knew that a teacher must have an adequate and workable knowledge of her subject matter, must have a genuine regard for her students' interests and welfare—and a feeling of confidence. We knew that the purpose of our doing practice teaching was to enable us to learn how to put together the knowledge and methodology in which he had been instructed, so that we would become competent teachers.

In looking back over the experi-

ences we have had this past term, we suspect that we have learned more than our students have. Many values came to us. We think, however, that the greatest single value is the feeling of self-confidence that has resulted from our practice teaching—a feeling of readiness and of eagerness.

We believe that we can trace the origin of this feeling to two kinds of activities in which we participated in our cadet teaching: classroom teaching activities and out-of-the-classroom activities.

■ **In-Class Activities**—We taught in two subject-matter fields, spending four hours a day at the school for



THE AUTHORS' student teaching included discussions with the administrator of the school. Principal Peavy told Miss Clayton (left) and Miss Vanderheyden about school's policies, philosophy, types of students, and other orientation matters that made teaching easier.



EXTRACURRICULAR activities were part of program. Miss Clayton sold basketball tickets; both "worked" on school paper.



EACH AUTHOR had full charge of two classes for full six-week period, including every detail down to preparing and grading final exam. Above, Miss Vanderheyden has typing class get ready for timed writing while Miss Clayton watches. They had study-hall duty, too.

the entire term. We taught two subjects—six weeks of typewriting and nearly six weeks of bookkeeping or Practical Business.

When we say *taught*, we really do mean exactly that, because we had complete charge of organizing the material to be taught, presenting it, formulating supplementary material, holding conferences with pupils, and evaluating their work at the end of the grading period.

We had a supervisor to give us advice and suggestions; but he—Mr. Przychodzin—made our experience doubly valuable by insisting that we work our own way through each problem and come to him for help or for approval of our plans only after we had deliberated on the problems.

■ **Out-of-Class Activities**—Besides actual work in the classroom, we had equal (and perhaps more important) opportunity to gain experience in out-of-class activities, too.

• **Extracurricular.** Because we live in Cedar Falls and had to make the nine-mile trip to Hudson by bus each morning, we did not have an opportunity to become acquainted with many of the residents of the community other than the students in our classes. We were invited to sell tickets at two basketball games, however, and we attended a Hudson P.T.A. meeting as well. Through these events, we were able to gain at least a speaking acquaintance with some of our pupils' parents.

We had the experience, also, of

directing student workers on the school's mimeographed newspaper. We instructed the students in the use of stencils and duplicators, and we helped the students produce the first issue of the new school year—assisting in the sponsorship of the Hudson school paper is a continuing project of the succession of practice teachers who serve at the school each quarter.

• **Study Hall.** We were given six weeks' duty in a study hall, which exposed us to the discipline problems that seem always to be associated with study halls [*Editor's note: !*] and gave us an opportunity to become acquainted with more of the students in the school.

• **Counsel.** We were free to talk to the principal or superintendent any time that we had problems or questions. We discussed the teacher's relationship to the administration with the high school principal. We discussed with him and with other teachers the absentee problems, the keeping of individual student records, the conduct and arrangement of field trips, and the general philosophy of the school.

We worked with other teachers, too, to assist in co-ordinating the work in our own classes with the work in the various classes of the other members of the faculty. We attended faculty meetings and came to know the problems shared by all the teachers.

■ **Other Activities** — Our cadet-teaching experience was enriched through other activities as well.

• **Conventioning.** We were able

to attend the state convention in Des Moines for a day. We attended the general sessions and the meetings of the business-education group. Through these meetings we were able to hear and to discuss the problems that teachers in the field are facing. Pitfalls—that seems to be the topic of conversation and addresses at conventions; and for us it was a very valuable topic.

• **School Visit.** Also, we observed a business-education department functioning in another nearby high school. We were thus given the chance to see how two departments were set up in two different but similar high schools. Our visit was for a whole morning; and we had the opportunity to observe classes—the methods used by the teacher, the student attitudes—and see students at work on their school paper.

■ **Conclusion** — Our experiences were wide and varied; friends of ours who are already teaching tell us that our experiences have been much wider and more diversified than the ones they had had as cadet teachers. We feel that we are fortunate to have been able to observe and participate in those in-class, out-of-class, and other teaching activities.

We are looking forward with great enthusiasm and a considerable amount of self-confidence to beginning our real teaching work, and we feel that this self-confidence—as valuable as the techniques we learned to apply—has come through the program of cadet teaching. Practice teaching can teach a lot!



GOOD APPEARANCE, personality, intelligence, and enthusiasm are prerequisites for selling beauty. (Springfield, Massachusetts)



A VARIETY of physical and mental traits are required for stock rotation work. (Lowell, Massachusetts)

How to Put the Right D.E. Student in the Right D.E. Job

HAROLD E. SHAPIRO
Distributive Education State Supervisor
Massachusetts Department of Education

School officials in some quarters feel that they have done reasonably well in guiding and directing students to jobs without the benefit of scientific and accurate job studies. They conclude that the effort required to develop workable job evaluations is too great in comparison with possible dividends. This appreciation might have been endorsed before our system of distribution acquired its intricate and complex structure, but the laborious process of "cut and try" becomes precarious and certainly untenable in our competitive economy.

No one doubts that our process of distribution needs and utilizes more than ever before the arts, the sciences, and every branch of engineering. Management has always placed a high premium upon those abilities and individual characteristics that produce satisfactory results whether they be in the fine arts or simple housekeeping routines. And, since the future development and

efficiency of our current system of distribution depends substantially upon the continuous and successful employment of human talents, considerable attention must be given to determining *the nature and measure of the abilities demanded in each activity of the occupation.*

■ **Close Study Required** — Detailed and exact appreciation of job activity cannot be obtained through casual observation. Neither can we accept the general statements offered by store officials. No reconciliation is possible between "old hand" estimations and the results of careful and scientific investigation conducted by qualified observers. It has been found that an outsider is often best suited to engage in this important effort, but the observer should possess a close familiarity with the details and peculiar activities characteristic of specific jobs.

Teacher-co-ordinators are ideally qualified for such job analysis, not only because of the nature of their training but also because of their basic interest and their continuous effort to make school instruction more meaningful and efficient.

Moreover, the over-all objective—to tabulate and compare the large variety of jobs in the distributive function within the community—presents a broad opportunity for successful placement. To engage in job study, particular devices should be used to facilitate the work and to guide the thinking process. These devices have to be closely adapted to the study in order to reduce the time and effort the routines require.

■ **Spheres of Effort** — The major purpose, as far as the school is concerned, is focused directly upon three spheres of the job study, which are sequential and interrelated and should not be separated. They are (1) classification of jobs; (2) analysis of the activities, duties, and responsibilities of the job; and (3) requirements demanded of an individual who must perform the job.

Care should be exercised by school personnel in delimiting these spheres of activity to avoid entering into job comparison or the determination of the monetary value of one job in comparison to another. Usually, this phase of job evaluation is carried on for the purpose of es-



ACCURATE PRODUCT and job information is essential for selling apparel successfully. Placement must not be left to chance. (Holyoke, Massachusetts)

establishing wage rates and salary schedules. Obviously such activities connected with the designation of rates of pay cannot be entertained by school personnel, nor can they be identified with this, a purely managerial function.

Job evaluation can do more than tabulate the jobs, describe the work to be done, tell how it is to be done, and outline the qualifications required for the work: Accurate job information, in addition to helping the teacher-co-ordinator to develop instructional materials that are based squarely upon the job activity, can accelerate the student's progress in the work.

■ **Guides for Evaluators**—Reminders for school personnel engaged in job-evaluation studies:

- Active co-operation and full support from management is necessary before the study can get under way.
- The school should use the job evaluations in selecting students for the occupation.
- The actual recording of the facts about the job must be done at the work station during business hours.
- The evaluation should be concerned with facts and not assumptions or estimates.
- The data must be recorded in a systematic and orderly fashion.
- The job activities should be ar-

ranged, as far as possible, in their usual order of performance. If the work activity is composed of a series of unrelated tasks, it is well to rank them in their relative order of importance.

- The job description must portray the specific activity clearly, briefly, and completely.

- The language of the report should be simple, concise, and understandable not only to school and business officials but to students as well.

■ **Classification of Jobs**—The first phase of our procedure is the simplest one; it requires merely the setting down of the various job titles. The following is a list of a few job titles in a typical small department store:

| | |
|---------------|------------------|
| Packers | Assistant Buyers |
| Shippers | Receivers |
| Wrappers | Advertising |
| Cashiers | Personnel |
| Markers | Delivery |
| Stock Clerks | Personnel |
| Buyers | Display |
| Sponsors | Personnel |
| Demonstrators | Merchandise |
| Runners | Clericals |
| Salespeople | |

■ **The Job**—The following is an example of an actual job description recently developed as part of a job-evaluation project.

JOB DESCRIPTION AND INFORMATION

Job Title: Salesperson (Cosmetics)
Main Floor

Agency: The Bay Colony Department Store

Department: Cosmetics

Section: E

Basic and Regular Cycle of Tasks, Duties, and Responsibilities

1. Uncovers merchandise, wipes counter glass, dusts, and straightens and arranges stock.
2. Follows section's system on stock arrangement, display, and housekeeping routines; maintains a scrupulously clean and neat working environment.
3. Obtains and counts the change-base each morning and operates drawer for cash sales.
4. Demonstrates various cosmetic products according to approved method.
5. Handles all sales and returns.
6. Completes saleschecks and store sales' forms in the prescribed way; tallies sales at store closing.
7. Utilizes special selling methods and techniques designed for cosmetic products.
8. Checks structure and position of display, to protect merchandise against loss or damage.
9. Inspects merchandise for lack of price tickets or labels and for incorrect pricing and damage.
10. Fills out regular stock orders; sends to stockroom for fill-ins.
11. Wraps or bags articles and hands "taken" merchandise to customer; affixes salescheck to "sent" merchandise and places in pick-up basket.
12. Operates multi-drawer cash register, makes change, gives stamped salescheck and parcel to customer.
13. Sets type on marking machine and runs off the quantity of gummed tickets needed.
14. Affixes tickets to new merchandise and fills stock according to rotation plan.
15. Maintains the "Want Record."
16. Communicates with Charge Office for credit authorization.
17. Replaces soiled price tickets; changes prices when directed.
18. Removes from display and stock any damaged or unsalable merchandise and returns it to stockroom.
19. Keeps up the stock control records (type, size, and price of merchandise sold).
20. Calls supervisor for a double check on unusually large, multiple-unit sales.
21. Assists buyer with information relating to the nature of merchandise sold daily.
22. Studies manufacturers' literature for product information.
23. Gives directions to customers asking for other departments.
24. Writes up and fills telephone and mail orders.
25. Prepares stock and counter for next day.
26. Covers and protects merchandise; counts cash and delivers it to cash office at end of day.

Periodic and Other Duties and Responsibilities

1. Assists in taking inventory twice a year.
2. Attends training classes and section and store meetings.

3. Participates in store-wide contests and promotional activities.

4. Reports shoplifting and store accidents to floor supervisor.

5. Takes spot inventories when required.

6. Compiles special mailing list of customers for "store label" merchandise.

7. Notes and reports significant comments made by customers about merchandise.

8. Attends Annual Two-Day Sales Training Program conducted by a major supplier.

Required Knowledge

1. Must know the cash, charge, C.O.D., Charg-a-plate, check, and lay-away sales procedure.

2. Must know merchandise return and exchange routines.

3. Must know how to use price catalogues and reference materials.

4. Must know federal excise tax schedule.

5. Must know arithmetic processes thoroughly.

6. Must know store policies and regulations.

7. Must know where questions other than those relating to cosmetics can be answered.

8. Must know general cosmetic information and answers to questions on make-up and grooming.

9. Must know effective make-up techniques and understand color harmony.

Physical Activity

1. Moderate amount of reaching, bending, walking, and standing.

2. More than average use of voice for demonstration work.

■ **The Questions Answered** — Recorded and factual job information should provide a detailed and complete word picture of the activities connected with a specific job. The description of the work becomes the only base upon which teaching materials can be developed. It also is an exact guide for the student assigned to the work station. The immediate purpose of the job description, however, is to determine precisely the range and nature of the work and the human qualities needed to perform it successfully.

Job description in and of itself not only plays a vital role in Distributive Education but, from the guidance point of view, is an essential medium through which jobs are fitted to students. The activities concerned with the job description are interpreted in terms of skills both mental and physical, together with the quantitative demands of the job. Such characteristics of the job as "type of responsibility" and "over-all working conditions" are additional considerations in setting up the job requirement or specification. The following is an abbreviated "Job Requirement" based upon the "Job Description and In-



Harold Shapiro: "Considerable attention must be given to determining the nature and measure of the abilities demanded in each activity of the job."

formation." It is designed solely for school use.

JOB REQUIREMENT

Job Title: Salesperson (Cosmetics)

Agency: The Bay Colony Department Store

Department: Cosmetics

Section: E

1. Attractive appearance. Above-average neatness and cleanliness. Good health.

2. Pleasing facial expression and friendly personality.

3. Good voice and above-average conversational ability.

4. More active and enthusiastic than average.

5. Above-average capacity for details.

6. Good color sense and appreciation.

7. Above-average visual acuity.

8. Above-average intelligence and manual dexterity.

9. Above-average abilities to assume responsibility.

10. Above-average powers in the use of judgment.

11. Above-average ability of concentration.

12. Above-average accuracy and precision.

13. High ability to adjust rapidly to varied activities.

14. High ability to remember names and faces.

■ The Guidance Responsibility

With the completion of the job requirement project, attention may be directed to the information available at the school that is necessary to the process of matching students to the job. We must presume, of course, that the efforts on the part of the school's Guidance Service is of the same quality as those of the job evaluator.

• **The Placement Direction.** The

process of matching or reconciling the student's interest and capabilities with the job requirements calls for the employment of the methods and devices usually identified with progressive guidance programs. Since the success or failure of a D.E. program often rests upon the degree of difference between the characteristics possessed by the students and what is needed for the job, it would be well for the teacher-coordinator to understand and acquire a working knowledge of some of the methods and tools conventionally employed in guidance work.

It must be stated, however, that the responsibility for interpreting and applying the job information must rest with that individual who has an intimate knowledge and complete understanding of distributive occupations. Too often guidance officials fail to consult or even consider the expert who is readily available — the teacher-coordinator. On the other hand, D.E. personnel are remiss when they overlook the substantial benefits which can accrue to their program if they tender full co-operation to guidance people.

• **The Chicopee Program.** We are indicating briefly the salient features of a comprehensive and signally successful guidance program developed in Chicopee, Massachusetts,* for the purpose of revealing how a well-organized guidance service can accommodate the special needs of Distributive Education.

The Individual Inventory

1. Cumulative, total school experience.

2. Evaluation of student's achievements in terms of his needs, abilities, interests, and capacities.

3. Identification of strengths, weaknesses, and interests as bases for educational, occupational, and other choices.

4. Anecdotal record of home room teachers.

5. Personality traits and special talents.

6. Trends in each student's adjustment.

7. Complete records on scholarship, attendance, health, discipline, and physical and mental growth.

Of lesser importance, but nevertheless valuable, would be information relating to the school address for each year; the dates of entering, withdrawing, and re-entering; family data; record of remedial work; work experiences; vocational and educational plans; and extracurricular activities, hobbies, and special interests.

*"Guidance in the Public Schools of Chicopee," Chicopee, Massachusetts, Public Schools, 1950.

Tests recommended by the Chicopee Guidance Program are:

1. Scholastic Aptitude (Intelligence)
 - a. American Council on Education Psychological Examination
 - b. California Mental Maturity Series
 - c. Otis Quick - Scoring Mental Ability Tests
 - d. Pintner General Ability Tests
 - e. Terman-McNemar Test of Mental Ability
2. Achievement Tests
 - a. Co-operative Achievement Tests
 - b. Iowa Every-Pupil Test of Basic Skills
 - c. Metropolitan Achievement Tests
 - d. Progressive Achievement Tests
 - e. Stanford Achievement Tests
3. Aptitude Tests
 - a. MacQuarrie Test for Mechanical Ability
 - b. Minnesota Spatial Relations Tests
 - c. O'Connor Finger Dexterity Tests
 - d. O'Connor Tweezer Dexterity Tests
 - e. Purdue Pegboard
 - f. The Psychological Corporation Differential Aptitude Tests
4. Personality Tests
 - a. Adams Personal Audit
 - b. Bell Adjustment Inventory
 - c. California Test of Personality
 - d. Pintner Aspects of Personality
 - e. Washburne Social Adjustment Inventory
5. Interest Tests
 - a. Kuder Preference Record
 - b. Lee-Thorpe Occupational Interest Inventory
 - c. Strong, Vocational Interest Blank for Men
 - d. Strong, Vocational Interest Blank for Women

• *Sales Prognostic Tests.* Some question has been raised regarding the validity of special tests for salespeople. The experience of many guidance programs is varied, and no final conclusions as to the value of these tests have been reached in the Massachusetts programs. These tests should be employed experimentally with wide sampling to ascertain their accuracy.

■ **Conclusion** — From a practical point of view, the routines connected with job evaluation and guidance would have to be charged to qualified individuals who can be flexible enough to refine and adjust the suggested procedures to the needs exhibited within the community. The job activity that is typical in one community may differ somewhat from that in another or between distributive agencies in one city. In any case, the variations of the methods and procedures used must be securely linked to the underlying objective, which is to match as closely as possible the job and the student.

How to Do It

Doctor Musselman suggests here a device that will make typewriting more interesting for you and your students, that will teach them the need of carefulness and attention to detail, and that will develop on-the-job interest in solving business-typing problems.

How to Use "Problem Situations" to Motivate Instruction in Typewriting

VERNON A. MUSSELMAN
College of Education
University of Kentucky

Various competitive devices, charts, and graphs are commonly used to motivate the teaching of typewriting. These are very worthwhile aids—but lessons that are within themselves interesting and challenging to students are generally considered to be the best type of motivation in teaching.

Exercises that are developed by the teacher to supplement the textbook assignments can be very valuable for training students. In addition to being interesting, they can be used for developing the desirable personal traits essential to successful office work. The two exercises that follow illustrate how "problem situations" may be employed effectively in the classroom.

■ Exercise No. 1—

Below is a list of six states of the United States and their capitals. You are to add six more states and their capitals to this list. This list is to be typed for the geography teacher, who wants to post it on the bulletin board. Arrange the list in any way you wish. The best copy will be posted on our bulletin board.

Kentucky, Frankfort; West Virginia, Charleston; Ohio, Columbus; Virginia, Richmond; Tennessee, Nashville; Indiana, Indianapolis.



Vernon A. Musselman . . . uses problem situations

• This assignment was mimeographed and given to a group of ninth-grade students as preparation for the second exercise, which is a more difficult one. The students were given a reasonable time for completing the exercise (the amount of time will depend on the degree of skill that has been developed by a class).

After all papers were completed, the class was asked to suggest criteria for evaluating the students' solutions. Several factors were mentioned; and, after a brief but lively discussion, the class members agreed upon six criteria. (Most of the discussion was concerned with the last three points; however, the majority opinion was that they should be included. It was pointed out that the instructions stated that the geography teacher wanted to post the work on the bulletin board; and one student said that if he were the teacher, he would not want incorrect data on display in his classroom.) The criteria finally used in evaluating the students' solutions are:

1. Accuracy of typing
2. Neatness and accuracy of form and arrangement
3. Completeness of the exercise
4. The exercise should have a heading
5. States should be arranged in alphabetical order
6. The data should be correct

• It will be noted that this exercise was devised for use in the State of Kentucky; the capitals for Kentucky and the surrounding states were supplied by the teacher. This was for the purpose of forcing the students farther away from home in the selection of their states, thus affording chances of error in choosing states with which they were not familiar. (Some students, for example, will invariably use New York and give New York City as the capital.) When the papers were returned, it was emphasized that there were 42 states from which to choose, that some students had selected states with which they were not familiar,

and that they should have consulted a reference book to verify their data.

■ Exercise No. 2—

This is the football schedule for this year. All games are to be played on Friday at 8:00 p.m. You are working in the principal's office, and he wants a copy to place on the bulletin board.

Henry Clay at Frankfort, September 17
Henry Clay at Mt. Sterling, September 24
Danville at Lexington, October 8
Henry Clay at Versailles*, October 15
Irvine at Lexington, October 1
Somerset* at Lexington, November 5
Henry Clay at Cynthiana, October 29
Covington at Lexington, October 23

This is an exercise in *initiative*. You are not to ask questions, but to use your own judgment and your own ideas; arrange it as you think best. You may rewrite the exercise if you wish.

[*Correct spelling, Versailles and Somerset.]

• This second exercise was given to students after they had had the benefit of working out the first one. (The game schedule used should be that of the high school where the

class is being taught, and two or three of the school names should be misspelled.) After the papers had been submitted, the students suggested and agreed upon a set of criteria very similar to that used for the first exercise.

1. Accuracy of typing
2. Neatness and accuracy of arrangement and appearance
3. Completeness of the solution
4. Correction of spelling errors
5. The exercise should have a heading
6. Home games should be designated differently from games away from home
7. Games should be arranged in chronological order
8. Correction of the one incorrect date

• Various arrangements were submitted; some students placed the home games above those played away from home; others placed one group on the left and the other on the right. Other solutions were to underscore the home games, to use all capital letters for these games, or to indicate home games by using as-

terisks and a footnote. All these solutions were accepted as fulfilling criterion six. Of course, some solutions made a better and neater arrangement than the others, and they rated better on criterion two.

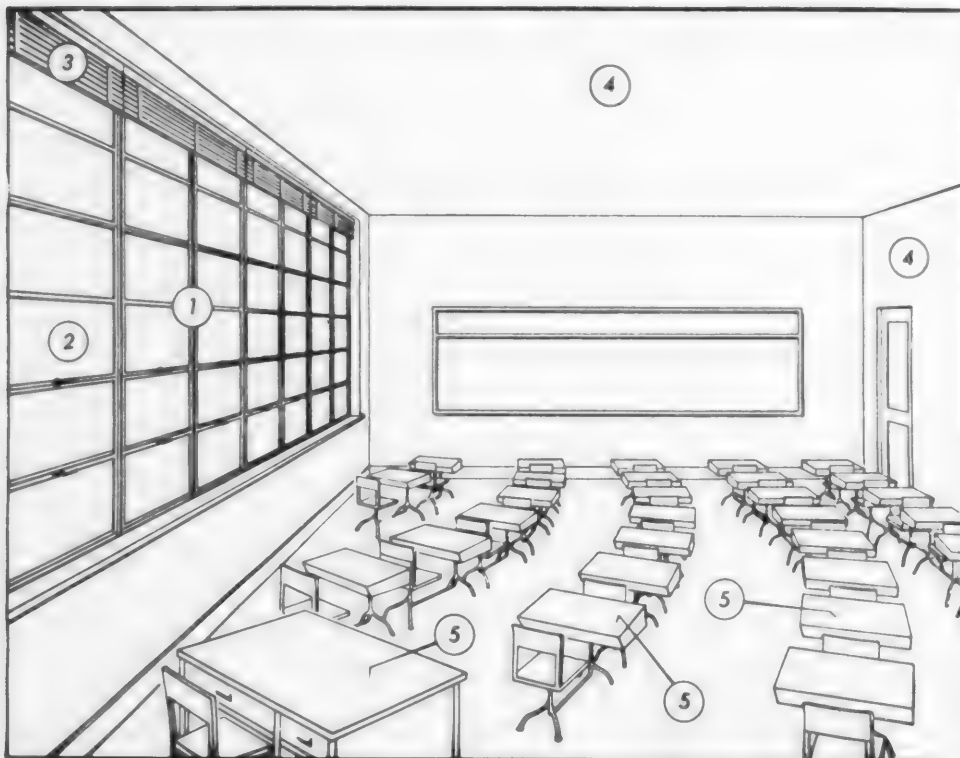
• This exercise was used on Friday, October 22; the game with Covington was a home game and was to be played that night. Each student had written his name and the correct date (October 22) at the top of his paper before starting this assignment. For this reason it was thought that the students should have caught this error. Had the date error been that of any day other than the one on which the exercise was being typed, it might not have been included in the set of criteria. However, it could be used as a "bonus," and any student who "caught" that error could be rewarded by using it to "make up" any deficit or shortage sustained on any of the other criteria.

The important thing here is that the principal would have wanted and would have expected his secretary to prepare a correct schedule. The fact that the data supplied to the secretary were not correct does not alter the situation. The secretary is not to assume that data given him are correct; he is to develop the habit of always checking materials in order to assure a finished product that is correct in every detail.

■ **Values** — One thing that makes these exercises intrinsically interesting is the fact that they are presented in problem form. Their greatest value probably lies in the fact that they teach the student problem-solving techniques. They teach him to use resource materials; to make proper decisions; to develop the questioning attitude, not taking anything for granted; to plan his work before starting it; to give attention to details; and to analyze his work for points of greatest weakness.

Teachers are frequently criticized because their graduates do not possess these qualities. It is essential that students understand that they are not trying to develop these qualities to please their typewriting teacher but because they will be expected to possess these qualities when they begin their work in a business office.

In addition to helping students to develop desirable personal qualities, assignments of this type sharpen the students' interest in their class-work. The use of problem situations causes students to look forward to the typewriting class as the high light of their school day.



The sketch shown above suggests five points of classroom design that make for better daylighting in the classroom.

1. Windows—Full length of room and close to the ceiling. Intermediate steel windows for more glass area, easier maintenance and cleaning, low first cost and installation cost.

2. Glass—Clear, flat glass to let in a maximum amount of daylight and to permit see-through vision.

3. Blinds—Easily adjustable to provide the required visual environment.

4. Decoration — Light-reflective, nonglossy finishes on desks and room surfaces, to reflect and distribute admitted daylight, thus providing desirable brightness ratios.

5. Seating — Desks arranged to keep bright areas out of the visual field and get more daylight on them.

Sketch and ideas are from a booklet, "Better Classroom Daylighting," available from the Detroit Steel Products Company, 3321 Griffin Street, Detroit 11. BEW particularly likes the "curved" rows, an idea which improves visibility of the board.



STUDENT DRAMATIZATIONS are sure-fire interest rousers, especially if committees of students write their own scripts. Students study a principle of law, dramatize one of its applications, then direct discussion while classmates seek answer to "He can't do that, can he?"

Device in the Teaching of Law: Student Dramatizations

IRVING ROSENBLUM
Franklin Lane High School
Brooklyn, New York

ANNOUNCER: *Tom's Uncle George has made an interesting agreement with him. But now they are in an argument and want to submit the question to you. The question hinges on this point, "Is there consideration present in this agreement?" Here's Tom now, asking his uncle to keep his promise. . . .*

TOM: *You said, Uncle George, that if I gave up smoking, stopped staying out late, and studied every day, you would give me \$100 at the end of the year.*

UNCLE GEORGE: *Yes, Tom. I did say I would give you \$100 if you would give up smoking and staying out late and would devote time every day to study.*

TOM: *Well, the year is over. I kept my promise, and my marks at school went up to the 90's. I lived up to my part of the contract. Now it's time for you to keep your promise.*

UNCLE GEORGE: *Of course I'm pleased at your high marks, but \$100—oh, no! After all, I'm not bound by my promise.*

TOM: *But Uncle George, it's a promise. It's a contract. You can't do that!*

ANNOUNCER: *(To the class) Uncle George can't do that, can he?*

■ **It's a Teaching Device** — The dramatization presented above is one of the teaching devices that enliven the lesson in business law. The preparation and presentation of such brief sketches affords an excellent opportunity for pupil participation and enriched understanding in the study of business law. Pupils can help in planning a series of such cases for use at appropriate times during the course.

■ **Source of Dramatized Skits** — Although the teacher must serve as the guide, the pupils themselves are capable of preparing dramatized problems in law. Almost any rule of law can be illustrated by dramatization, but some legal principles are particularly well adapted to this technique of presentation and discussion. The chief source of material for these dramatized cases is the series of legal principles studied in the course. Supplementary cases may be developed from a variety of sources.

• A photograph or a cartoon may suggest a legal problem for dramatization. Such cartoons are found in textbooks, newspapers, and magazines. For example, a cartoon served as the basis of a brief skit to develop the fact that an

auctioneer merely invites offers. The offers are then made by the bidders.

• Magazine articles may supply additional ideas. One example of this is the series in the *Saturday Evening Post* called "You Be the Judge." (For those interested in past issues of magazines, *The Reader's Guide* is the key to that treasure of information. Such topics as Contracts and Fraud will yield the information desired.)

• Short stories too may provide ideas for dramatization. Perhaps the most productive of all authors in the field of short stories concerning law was Arthur Train. His stories, many of which appeared originally in the *Saturday Evening Post*, have been reprinted in such collections as "Tut, Tut! Mr. Tutt," "Tutt for Tutt," and "Mr. Tutt's Case Book."

Another interesting series is that of Sir Alan P. Herbert issued under the title, "Uncommon Law." Some of these stories are best presented to the class in problem form as book reports, with a challenging question submitted to the class for discussion. One such question is Herbert's inquiry, "Can a cow be a negotiable instrument?" posed in the story, "The Negotiable Cow."

• Radio programs may also suggest ideas to the teacher and pupils. Students may help in selecting such

New Business in Business Law



• I. DAVID SATLOW

TWO IN ONE. In the evolution of our legal system, the equity courts sprang up to meet inadequacies in the working of the common law courts. Consequently, we had two different types of courts functioning side by side. Before long, the same judge sitting in the same courthouse would preside either at law or in equity, depending on the magic words uttered by him at the opening of the trial. Today, however, red tape has been cut considerably. In a significant number of jurisdictions, it is no longer necessary to exhaust one's legal remedies before having recourse to equity. It is now possible to combine in the same action remedies that, in the past, were granted through separate actions at law and in equity.

• • •

WINDFALL FROM WASHINGTON. Discussion in a Law class the other day revealed the crying need for more information concerning the possibility of refunds from Uncle Sam. Many of our pupils who work after school find that their take-home pay is considerably less than their wages. This is as it should be. But, for one reason or another, the total amount earned by them during the past year was below the net taxable income. On their tax returns, they show, by computation, that no tax was due; they also report the amount that had been withheld from their wages. Several months later, a refund check is sent them by Uncle Sam.

• • •

SOCIAL-SECURITY-TAX REFUNDS. On the Federal Old-Age Benefits Tax, the procedure for obtaining a refund is not so simple. Suppose a person was employed last year by two employers, earning \$2700 with one firm, and \$2200 with the other. Each employer deducted 1½ per cent of the first \$3000 paid by him to the employee. The first employer deducted \$40.50 and the second \$33.

As is known, the highest premium that could have been paid by any contributor on last year's earnings was \$45 (or 1½ per cent on \$3000). Consequently, the employee is entitled to a refund of \$28.50. This refund, however, is not obtained automatically. The employee is required to fill out a special form (Form 843, Treasury Department), applying for the refund. The form is obtainable from the local office of the Collector of Internal Revenue.

• • •

SALES TAX. A number of municipalities impose a sales tax on all retail sales. This tax was instituted during the Depression as a method of raising revenue to finance programs of relief for the unemployed. The original purpose of the tax has very largely disappeared, but the tax is still with us. New York City is one of the communities that levies a 2 per cent sales tax.

In the summer of 1948, a New York City resident whom we met recently had purchased a new Buick out of town, in a city in which no sales tax is imposed. Not so long ago, as he was about to winterize his car, the mailman brought him a communication from New York City's Department of Finance informing him that a City Sales or Compensating Use Tax was past due on his 1948 car, together with a penalty of 11½ per cent of the amount of the original tax. At that, the city fathers were liberal with our young friend, for they had the right to impose statutory penalties of 5 per cent for the first month of delay, plus interest of 1 per cent for each additional month thereafter until paid—a total of 27 per cent in his case.

The tax collector caught up with him! If the car owner claims that he was not a resident of the city at the time he bought the car, the city fathers say, "Very well, you are excused from the sales tax, but you have to pay us a tax for the use of this property within our jurisdiction."

programs and may accept assignments to report items of interest. The sale of a law book or encyclopedia has been advertised through radio commercials that pose problems of a legal nature answered in the book. From time to time, programs of a "you be the jury" nature are broadcast.

- *Motion pictures* may contribute to the store of information. Pupil participation is readily obtained in the search for suitable subject matter. Among the films founded on a legal problem was one starring Edward G. Robinson as a prosecuting counsel attacking "loan sharks." The law relating to usury was woven into the plot.

- *Personal experience* and anecdotes collected through the years supply still another basis for dramatized problems. One such anecdote is that of the misuse of a bailment by the bailee, as in the case of a tailor who wore the evening clothes left by a customer for cleaning. Improper service of a summons, example of a hostile fire, and oral sale of made-to-order uniforms are but a few random illustrations of this type of anecdote.

- **Use of Dramatization**—The dramatized case may be used for a variety of purposes in a lesson in law. The sketches may also be adapted for use in an assembly program.

The writer has expanded one of these sketches and presented it in a radio program. A set of appropriate cases in Infancy has even been assembled for use in a special lesson on Senior Day, a day in our school when the seniors dress as young children.

- *The motivation* of a new topic may be accomplished through the problem approach, using a few pupils to enact the dispute for the class. In the topic of Consideration, a brief sketch may be used to raise the question, "Is a promise binding if it is based upon past consideration?" (Example: a warranty granted after a sale has been executed.) In this situation, two parallel problems may be presented in order to distinguish between an oral and a written promise.

- *As an application* of a legal principle, one or more dramatized problems might be used. This would provide opportunity for training in reasoning. The pupils would select the situations in which the rule would (or would not) apply.

- *As a preview* or introduction to the next lesson, a problem may be presented at the end of a class

period. This procedure is designed to stimulate thought on a new principle to be studied in the succeeding lesson. If properly presented, the device will stimulate discussion among pupils *after* the lesson is over and sustain their interest to the next day. This method is merely an adaptation of the commercial procedure used in motion-picture serials to bring the small-fry customers back to follow the film week after week. Law lends itself well to that serial-device to sustain interest.

The teacher may even test student interest by asking mildly, "Would you like to know the answer to the case you just heard?" If the case was a good one, the response would be a vigorous "Yes." The teacher's reply might then be, "Remind me next time."

There will be numerous reminders if the teacher innocently neglects the case in opening his next lesson. The interest carries over.

- *As a summary* in a lesson, a pair of cases may be used in contrast to each other. For variety, a single case may be presented followed by questions to show the effect of a variation in the facts. If the dramatized problem involved an acceptance of an offer, for example, the class might be asked to illustrate how the acceptance might have been revoked. That would test comprehension and would also provide training in imagination and expression.

To vary the procedure, the teacher might write a series of questions on the board involving a modification of the original facts. The pupils would then write their answers to each of these new problems.

- *Within the lesson*, the dramatized problem in law may be used for a variety of purposes. As noted above, the sketch can be used for motivation of a lesson or as an introduction to the next lesson. The dramatization can also be used as a summarizing device or as an application of a legal principle.

■ **Preparation of a Dramatization**—In the preparation of sketches, simplicity and brevity are desirable. In general, a cast of two or three pupils is sufficient. The major purpose is to pose a legal problem succinctly as a basis for analysis and discussion by the class.

- *To introduce the technique*, the teacher may rehearse the very first skit with a selected group of pupils. The teacher will then explain the problem, designate the part for each pupil, and distribute to each a typewritten copy of the

sketch. The pupils may use their own words so long as they preserve the central idea. To avoid misunderstanding, the teacher will listen to the pupils as they practice the dramatization.

- *The proper tone*, for both class and cast, should be set by the teacher in order to use the dramatization effectively. A friendly, co-operative spirit will eliminate strain or discomfort on the part of the speakers and will stimulate discussion by members of the class.

To acknowledge the service of the participants in the sketch, a pupil may record on the blackboard the title of the skit or lawsuit and a list of the two or three members of the cast.

- *Pupils may prepare sketches* involving a legal problem. This work may be done individually or in groups. The teacher will discover pupils who are competent to write case-problems. There may be other pupils who will volunteer because their interest has been aroused.

The teacher should, of course, read the pupils' product and suggest any revisions necessary for clarity and vigor. These dramatized cases afford an opportunity to use the special talents and interests of individual pupils.

- *A stimulus to imagination* is created in the planning, writing and performing of sketches. One simple example may illustrate this point.

In the study of the rules governing Consideration, a group was selected to present "Domestic Discord," a problem arising from a husband's promise to pay his wife for washing the dishes. The teacher merely expected a simple, oral presentation of the problem. However, the girl directing the group seated the "tired husband" behind a newspaper at the teacher's desk. Then the girl provided an apron, a table cloth, and a few dishes for realism. Background music, "Homework," was included at the suggestion of the youthful director. Her extra effort was appreciated and complimented by the class and the teacher. One such incident affects the spirit and performance of future sketches.

■ **Evaluation**—In appraising the value of dramatization in the law class, it is well to remember that this technique is offered as but one of numerous devices to aid in instruction. Excessive use will destroy interest and reduce its value.

- *Don't go overboard in its use*. How often should sketches be used? Perhaps once a week; occasionally

more often; at times less frequently. The dominant element in the study of business law is the subject matter itself and not any special device.

From his collection of sketches, the teacher may select those he finds most effective and vary them from term to term, depending upon conditions.

- *One criterion for assessing dramatization* is its effect on the class. Are the pupils happier at their work? Have they benefited individually in the acquisition of knowledge and desirable attitudes?

Greater pupil participation, individual instruction (as in the encouragement of shy pupils), variety of method, motivation, and enriched understanding are among the benefits derived from this socialized activity. Like any other device, its effectiveness in any given classroom must be determined by each teacher for himself.

AUDIO-VISUAL

■ **Grooming and Style**—Teachers of office and secretarial practice, personality, self-improvement, and business psychology classes will want to hustle a postal card to Association Films, Inc., 35 West 45 Street, New York City, to inquire about getting on the reservation list for one of the finest free-loan films ever made for classrooms: "Miss Dunning Goes to Town."

Sponsored by the Toni (home permanents, etc.) Company and filmed by professional Hollywoodians, "Miss Dunning Goes to Town" is a 27-minute, colored, 16-mm film that tells the story of attractive and talented Peggy Dunning, who seeks a dress-designing career but misses opportunities until she learns how to improve her personal appearance.

Woven into the story are many facts on the structure and proper care of the hair and information on modern hair styling. It's lively, brisk, personalized, and interesting.

■ **Tape-Recorder Handbook**—If you are interested in knowing more about tape-recording techniques, drop a postal card to Customer Service Department, Minnesota Mining and Manufacturing Company (you know: the Scotch Tape folks), 900 Fauquier Street, St. Paul 6, Minnesota, and say: "Business Education World magazine reports that you have a new, 24-page booklet, entitled *Tape Recording in the Classroom—a Handbook for Teachers*, that you send free to teachers. I am a business teacher. Please send a copy to me," and sign your name and school address.

THE OFFICIAL CONTEST PROBLEM

| | | | | | | | | | |
|-------------------|---------|-----------------------|----------|---------------------------------------|-------|---------------|---------|----------|----------|
| Supplies on Hand | | Merchandise Inventory | | Bank Service Charge | | Purchases | | Cash | |
| 733.89 | 92.99 | 6501.39 | | 1.00 | | 9699.93 | 6631.48 | 21845.04 | 19861.38 |
| Heat and Light | | Prepaid Insurance | | Depreciation of Building | | Supplies Used | | Taxes | |
| 67.87 | | 600.00 | 50.00 | 20.00 | | 92.99 | | 21.01 | .93 |
| Repairs Expense | | Advertising Expense | | Transportation on Purchases | | Taxes Payable | | Sales | |
| 148.15 | 4.22 | 309.01 | 14.51 | 26.73 | 6.84 | 1.01 | 26.52 | 110.60 | 4797.52 |
| Accounts Payable | | Miel Wheaton, Drawing | | Depreciation of Equipment | | Equipment | | Payroll | |
| 7212.80 | 9261.85 | 200.00 | | 20.00 | | 2550.50 | 150.50 | 553.71 | 11.11 |
| Expired Insurance | | Accounts Receivable | | Reserve for Depreciation of Equipment | | Notes Payable | | Land | |
| 50.00 | | 4866.13 | 2024.25 | | 20.00 | 50.00 | 2350.00 | 1600.00 | |
| Office Expense | | Miel Wheaton, Capital | | Reserve for Depreciation of Building | | Telephone | | Building | |
| 41.12 | 6.20 | 2000.00 | 22000.00 | | 20.00 | 7.42 | | 8000.00 | |

Bookkeeping Plus

Here's what thousands of bookkeeping teachers all over the world have been waiting for—the contest problem for this year's International Bookkeeping Contest. Teachers may, if they wish, use the coupon on the following page to send for reprints of the problem.

14th International Bookkeeping Contest Is Based on a Trial Balance Problem

MILTON BRIGGS
Head, Department of Business Education
Senior High School
New Bedford, Massachusetts

The Fourteenth Annual International Bookkeeping Contest, sponsored by BUSINESS EDUCATION WORLD as a service to bookkeeping teachers all over the world, officially opens right now. It closes on March 21.

Because of the wide array of attractive prizes, the practicality of the Trial Balance problem, and the simplicity of the contest rules, the judges and BEW anticipate the biggest participation in the history of this annual bookkeeping classic.

The contest is being conducted in three different academic divisions—one for public high school teams, one for parochial high school teams, and one for students attending business schools and colleges—with identical prizes being offered in each division.

■ **Hundreds of Prizes**—BEW sponsors this contest each year to provide bookkeeping teachers with effective classroom motivation.

Students who remain lethargic to admonition, grading, pep talks, and ordinary devices respond encouragingly to the exciting appeal of this International Bookkeeping Contest. BEW whets this appetite by

offering a great number of prizes for individuals, "clubs" (teams of 10 or more), teachers, and schools, in addition to providing achievement certificates for students who submit a satisfactory entry.

• **Prizes for Teachers.** A personal prize of \$10 will be awarded to the teacher or teachers of the teams that win first and second place. A prize of \$5 will be awarded to the teacher or teachers of the team winning third place.

To the teachers whose teams achieve a composite score of 275 (out of a possible 300 points), an Official Gregg Fountain Pen will be awarded for superior merit. To the teacher or teachers submitting the largest club in the contest, a copy of Hutchinson's *Handbook for Secretaries* will be awarded, with the teacher's name imprinted in gold on the cover.

In addition to these prizes, hundreds of gold-, red-, and blue-seal Superior Achievement Certificates, suitable for framing and displaying in the classroom, will be awarded to teachers whose clubs rate this award.

• **Prizes for Groups.** A silver lov-

ing cup will be given as a *permanent* trophy to the winning club in each division—a testimonial to outstanding teaching accomplishment. Remember that 10 or more participants are required for club rating.

• *Prizes for Students.* To the 300 students who submit the most outstanding papers, the gold and French enamel O.B.E. Superior Pin will be awarded. Moreover, an attractive International Bookkeeping Contest Certificate will be awarded to *each* student whose paper meets an acceptable business standard, regardless of whether or not his club wins a prize.

■ *Directions for Students*—In this contest, assume that you are bookkeeper for Wonder Market. The proprietor, Miel Wheaton, has asked you to prepare a trial balance of differences at the close of his first month in business after adjustments on January 31, 1951. The skeleton "T" accounts (on page 290) show debit and credit totals in the General Ledger on that date *after adjustments*. When you prepare your trial balance, use pen and ink and regular two-column journal paper, or white paper 8½ by 11 properly ruled. List the accounts in order, according to classification: Assets, Liabilities, Proprietorship, Income, Costs, and Expenses. List expense-account titles in the trial balance in alphabetic order.

• *Helpful Hints for Students* (to be divulged at the discretion of the teacher). Transportation on Purchases is classified as a cost account, and should appear in the trial balance after Purchases. Taxes and Depreciation are expense accounts. Reserves for Depreciation are usually classified as "minus assets," and follow their respective asset account titles in the trial balance. The word "Receivable" in an account title denotes an asset; the word "Payable" designates a liability. Prepaid Insurance is an asset account.

■ Contest Rules —

• *Contest Material.* Only the official contest problem, published here (page 290), may be used.

• *Club Entries.* Ten or more students are required to constitute a club to be entered in any division. Only one club may be entered by any one school, and the students of one or more teachers should combine their work into one club representing the school. All team entries are automatically entered for the individual awards. Schools having fewer than ten bookkeeping students may enter them for individual awards and contest certificates but not for club prizes. Be sure to specify in *which division*—public high school, parochial high school, or collegiate—*your school is to be entered*.

• *Entry Fee.* To help defray contest expenses and to cover the cost of issuing two-color certificates to every student whose paper meets an acceptable business standard, a fee of 10 cents will be required from each student who enters.

• *Heading for Solutions.* The upper right-hand corner of the first page of each solution must bear the following information clearly printed or typed: student's name; teacher's name; school's name, city, postal zone, and state.

• *Closing Date.* The contest closes March 21, 1951. Papers must be received on or before midnight of that date.

• *Entry Form.* Both sides of the official contest entry form are to be filled out on the typewriter. (Be sure to include the data requested on the back of the form.) The form may be obtained free from BEW by using the coupon given here.

The entry blank must be made out *in duplicate* and both copies submitted with the contest papers. One copy of the entry form will be returned to the instructor with the contest certificates.

Key to International Bookkeeping Contest Copy, February 1951

WONDER MARKET
Miel Wheaton, Proprietor
ADJUSTED TRIAL BALANCE
January 31, 1951

| | | |
|---|----------|----------|
| Cash | 1983.66 | |
| Accounts Receivable | 2841.88 | |
| Merchandise Inventory | 6501.39 | |
| Supplies on Hand | 640.90 | |
| Prepaid Insurance | 550.00 | |
| Equipment | 2400.00 | |
| Reserve for Depreciation of Equipment | | 20.00 |
| Building | 8000.00 | |
| Reserve for Depreciation of Building | | 20.00 |
| Land | 1600.00 | |
| Notes Payable | | 2300.00 |
| Accounts Payable | | 2049.05 |
| Taxes Payable .. | | 25.51 |
| Miel Wheaton, Capital | | 20000.00 |
| Miel Wheaton, Drawing | 200.00 | |
| Sales | | 4686.92 |
| Purchases | 3068.45 | |
| Transportation on Purchases | 19.89 | |
| Advertising Expense | 294.50 | |
| Bank Service Charge | 1.00 | |
| Depreciation of Building | 20.00 | |
| Depreciation of Equipment | 20.00 | |
| Expired Insurance | 50.00 | |
| Heat and Light .. | 67.87 | |
| Office Expense .. | 34.92 | |
| Payroll | 542.60 | |
| Repairs Expense .. | 143.93 | |
| Supplies Used .. | 92.99 | |
| Taxes | 20.08 | |
| Telephone | 7.42 | |
| | 29101.48 | 29101.48 |

Send entry forms and remittance in full with contest papers. Make checks and money orders payable to BUSINESS EDUCATION WORLD. Do not send cash in unregistered mail.

• *Shipment.* Solutions and all cor-



First-Prize Trophies

Awards Dept., Business Education World, 330 West 42nd St., New York 18

1. I plan to enter approximately students in the 1951 International Bookkeeping Contest. Send me complete information and contest entry blanks.

2. In addition to my free teacher's copy, please send, at 3 cents each, student reprints of the bookkeeping contest problem.

Remittance for reprints enclosed: \$.....

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• **Contest Reports.** Prize winners will be notified and prizes awarded as soon as the judges have made their decisions, but no complete official report of the contest can be supplied except that published in the June issue of BEW. Student certificates will be forwarded as soon as the students' solutions have been graded. All papers become the property of BUSINESS EDUCATION WORLD.

• **Calculation of Winning Scores.** Every club, large or small, has an equal chance to win in this contest through the use of a composite score. The composite score will be compiled on the following basis: (a) the percentage of the total enrollment of the class or classes submitting papers; plus (b) the percentage of papers submitted that reach an acceptable business standard; plus (c) the percentage of papers submitted that rank as superior. Total possible score: 300.

• **Grading Considerations.** Students' papers will be judged on the following points: accuracy, penmanship, attention to instructions,

neatness (careful erasures, no marked-over figures, general good appearance), and correct spelling.

• **Judges.** The contest judges will be Milton Briggs, Dr. Robert N. Tarkington, Florence E. Ulrich, Claudia Garvey, and Alan C. Lloyd.

• **Reprints for Sale.** Teachers who wish their students to have individual copies of the Official Contest Problem can purchase reprints of it from BEW at 3 cents a copy. One copy of the Problem reprint will be sent free to teachers on request accompanied by a stamped, self-addressed envelope. Reprints may be ordered when sending for your entry forms.



I'd rather see a lesson than hear one any day.
I'd rather you would walk with me than merely tell the way.
The eye's a better teacher and more willing than the ear.
And counsel is confusing, but example's always clear!

—B. A. Aughinbaugh, Ohio
Department of Education

The Demonstration Lesson and Field Trip as Training Techniques

KENNETH B. HAAS, Chairman
Department of Marketing
Loyola University, Chicago

The four-line verse given above expresses the whole philosophy of visual education. "Learning by seeing" is as old as the hills.

■ **Master Teachers and Realism—**Socrates taught in the streets; Plato, in a grove. Aristotle's school was called the peripatetic, because he taught while walking among the trees. The Stoics were named for the stoa, or porch, where their classes were conducted. The Epicureans met in the garden of Epicurus. And the Best of Teachers taught by the seaside, wayside, and mountainside. The world's greatest teachers have ever loved the freedom, inspiration, and realism of the open. They consistently have shunned the formal classroom, and they have always practiced "learning by seeing."

Realism and simplicity, two potent factors in instruction, are often obscured because instructors "can't see the woods for the trees." They tend to become lost in a maze of paper instructions and paper exercises and lose sight of the real opportunities to educate.

Realism and simplicity in instructional situations begin with painstaking thought and hard work in the right direction; that is, a thorough analysis by instructors of the task to be performed by their students. Then, building instruction upon their analysis, instructors will inevitably be lead to include demonstrations and field trips as an important part of their teaching activities.

As we have stated many times, co-operative training is most important. When co-operative part-time training is not feasible, however, the field trip and applicatory exercises are next in value. Dem-

onstrations and field trips must not be regarded by instructors as disagreeable, distasteful jobs that are to be passed over as quickly and painlessly as possible. Granted that they are difficult, they are also valuable to the student, since they clarify previous, more basic instruction; teach proper standards of performance; test students in real situations; and bring students closer to actual work and life conditions.

"Learning by seeing" is older than writing, but it is employed least in most of our school situations. This should not be true in any school at any level, but it is a fact that the field trips and applicatory exercises are not employed as often as their merit warrants. Nor are they employed even when it is wholly apparent that no other method could do the job half as well.

■ **Demonstration As a Teaching Procedure—**A demonstration is an accurate portrayal of procedures or operations. Its purpose is to show how things are done and to show them in such a way that students will learn the procedures and operations. Demonstrations should be used whenever possible in the teaching of (1) basic manipulative skills involved in technical work; (2) the functioning of equipment, devices, products, or services under actual life conditions; and (3) the application of principles and skills to specific situations and problems.

Thus, demonstrations may be used (1) to supplement lectures, (2) to prepare students for the correct application of knowledge and skills in understanding or practical exercises, (3) to clarify materials previously studied, (4) to teach proper standards of workmanship, and (5) to bring students closer to actual work and employment conditions.

• **Demonstration Methods.** Dem-

onstrations are never sharply distinguished from other teaching methods: They are always preceded by an explanation, frequently lead to a directed discussion, and are followed by student application and examinations. Demonstrations make use of the same educational devices and serve many of the same purposes as illustrations. However, demonstrations may well be interpreted as "showing, not blowing," for good teachers eschew the lecture as a dominant technique.

Demonstrations should first give the students the *feel* of the whole operation as it is ordinarily performed. Each separate demonstration unit should then be presented exactly as the student is to learn it.

The scope of the procedures demonstrated should be limited so that every student will be able to grasp and understand the processes. Each demonstration should be limited to one or a few related procedures.

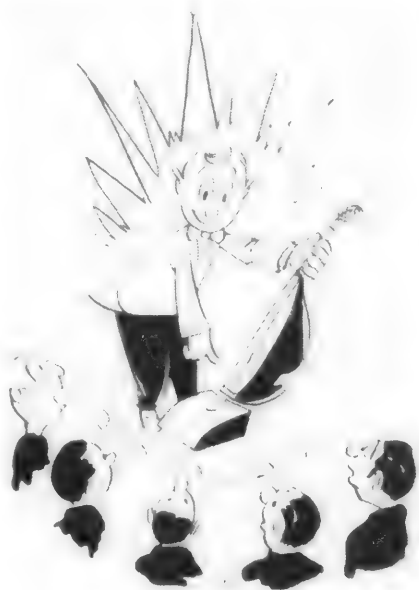
Short demonstrations are more effective than long ones. Only one operation should be demonstrated at one time and the next should not be started until the students understand the preceding one. Long or complex operations can be divided into smaller parts for demonstration—with an explanation of the ways in which such operations are related or combined in actual practice.

Demonstrations should be given as the need arises. Little good comes of demonstrating a skill, a product, or a service that will not be used in the near future. Lapses of time between the demonstration and its application cause students to lose much of their ability to apply what has been demonstrated.

The skill of the instructor should furnish an *ideal to follow*. In no other kind of instruction is the teacher's skill so apparent to his students as in a demonstration. Few students are aware of the errors committed by a lecturer or discussion leader. But every student will be alert to see whether or not the instructor is really master of the subject matter or operation he is demonstrating. If high quality results are expected from students, the instructor should show a good example; errors and mistakes and blunders by the instructor are often remembered longer and are assimilated more easily than are the things the instructor wants students to remember.

• **Demonstration Technique.** The instructor should complete the following steps before he is ready to conduct a demonstration before a group or an individual.

1. Determine the specific purpose of the demonstration.
2. Study the skills, products, or services to be demonstrated.
3. Prepare complete plans for demonstrating.
4. Anticipate and prepare for difficult topics and prepare supplementary instruction to clarify the points.
5. Set up all equipment and materials.
6. Remove all audio or visual distracters before the personal demonstration is started.
7. Spotlight or otherwise sufficiently illuminate the thing being demonstrated.
8. If assistants or other personnel are required, determine exactly how they will be used and the equipment necessary.



9. Have the place arranged so that all students can see the demonstration. They should see it from the angle that they will be expected to do it.

10. Rehearse the demonstration so that everyone who is to participate can do the process skillfully.

When conducting the demonstration, the instructor should:

1. Make every demonstration an integral part of the lesson. The demonstration must contribute its share toward achieving the lesson objective, must be performed in the right manner and at the right time.
2. State the purpose and explain the process briefly. Interest will be smothered by an overlong build-up.
3. Go through the process at normal speed, changing position from time to time to suit the convenience of the group.
4. Repeat the process slowly if necessary.
5. Explain and demonstrate at same time even when explanation both precedes and follows a demonstration. Brief remarks should be used to explain each step.
6. Use visual aids whenever possible. Charts, filmstrips, models, exhibits, specimens and many other instructional aids may be used to advantage.
7. Questions should be asked as the demonstration proceeds so that the

quality of instruction may be checked, to guide learning and to insure attention.

8. Check at the end of each demonstration to determine its effectiveness.
9. Summarize the essential points.

So much for the demonstration as a teaching procedure. Let us now consider another type of observation procedure—the field trip.

■ **How to Conduct a Field Trip**—A field trip is another form of demonstration or audio-visual teaching and learning. Field trips may be arranged for in-store, plant, and factory teaching to be conducted in outside agencies.

Nothing can compare with the impressions made on student minds through seeing at first hand the assembly of an order at a large mail-order house; the disassembly of raw food products at a large packing plant; the operation of "lug board" such as the stock or grain exchange; the processing of grains into cereals at a tremendous factory designed for that purpose.

No—nothing can take the place of a carefully planned field trip. Few educational programs are complete without a field trip. Properly organized and conducted, it yields tremendous advantages for certain topics. When poorly organized and conducted, it is a waste of time and money.

1. Avoid spur of the moment trips.
2. Plan each detail of the trip.
3. Prepare outlines to guide students.
4. Be sure the plant or store guide receives a copy of the outline or guide sheet, so that he knows what he is to show the group.
5. Prepare students for the trip; tell them the rules and the objectives.
6. Follow the prepared outline.
7. Relate the field trip to their classroom instruction and experience.
8. Prepare and use visual aids that relate to the field trip.
9. Hold a question and discussion session about the field trip.
10. Evaluate the results of each trip.

■ **Summary**—There is no doubt that "learning by doing"—co-operative training—is the utmost in realism and so brings the surest learning; but a close second is found in "learning by seeing," as the ancients knew and practiced centuries ago.

"Learning by seeing" is teaching by focusing observation; and so two examples, demonstrations and field trips (and these latter are really a kind of demonstration—a demonstration by others), should be in the teaching-technique kit of every business teacher.

In the kit? No—in the program, frequently and intelligently used.

TABLE 1. TRAITS THAT BUSINESSMEN HOPE THEIR SECRETARIES WILL HAVE

| Traits | Rank | Frequency |
|---------------------|------|-----------|
| Intelligence | 1 | 72 |
| Dependability | 2.5 | 67 |
| Honesty | 2.5 | 67 |
| Accuracy | 4 | 66 |
| Initiative | 6 | 63 |
| Interest in work | 6 | 63 |
| Loyalty | 6 | 63 |
| Secretiveness | 8.5 | 60 |
| Courtesy | 8.5 | 60 |
| Adaptability | 10 | 59 |
| Tact | 11 | 58 |
| Neatness | 12 | 56 |
| Resourcefulness | 13 | 55 |
| Cheerfulness | 14 | 54 |
| Pleasing appearance | 15 | 52 |
| Discretion | 16 | 51 |
| Diligence | 18 | 50 |
| Patience | 18 | 50 |
| Modesty | 18 | 50 |
| Sense of humor | 19.5 | 48 |
| Poise | 19.5 | 48 |
| Graciousness | 21 | 47 |
| Foresight | 22 | 45 |
| Youthfulness | 23 | 12 |

TABLE 2. TRAITS THAT BUSINESSMEN HOPE THEIR SECRETARIES WILL NOT HAVE

| Irritating Traits | Frequency |
|------------------------------------|-----------|
| Lack of interest in work | 21 |
| Talks too much | 18 |
| Improper office clothes | 14 |
| Disorderly in work and appearance | 12 |
| Lack of courtesy | 12 |
| Chewing gum | 10 |
| Smoking while in office | 9 |
| Gossiping | 9 |
| Personal calls during office hours | 8 |
| Tardiness and absenteeism | 8 |
| Arrogance | 8 |
| Unwillingness to do extra work | 7 |
| Too many outside interests | 6 |
| Carelessness | 5 |
| Lack of initiative | 4 |
| Inquisitiveness | 4 |
| Disloyalty to employer | 4 |

TABLE 3. DUTIES THAT SECRETARIES PERFORM MOST FREQUENTLY

| Duties | Rank | Frequency |
|--|------|-----------|
| Receive business callers and make appointments | 1 | 79 |
| Take and transcribe letters, reports, notices, and legal matter | 2 | 78 |
| Compose and type letters with or without instruction as to content | 3 | 75 |
| Type letters and cards | 4 | 71 |
| Make hotel, plane, or train reservations | 5 | 70 |
| Use filing system or systems | 6 | 64 |
| Open, sort, and distribute mail | 7 | 63 |
| Prepare material for filing | 8.5 | 60 |
| Copy from rough draft or corrected copy on typewriter | 8.5 | 60 |
| Use follow-up files | 10 | 59 |
| Prepare information for business meetings | 11 | 54 |
| Use adding machine | 12 | 41 |
| Set up and type tabulations | 13 | 40 |
| Make personal bank deposits | 14 | 39 |
| Prepare mailing lists | 15 | 38 |
| Prepare checks | 16 | 37 |
| Make cross references | 17 | 35 |
| Use machine transcriber (Ediphone, Dictaphone) | 18.5 | 33 |
| Keep personal books | 18.5 | 33 |
| Use transfer files | 20 | 32 |
| Have mail registered or insured | 21.5 | 31 |
| Prepare expense accounts | 21.5 | 31 |
| Use duplicating machine | 23.5 | 27 |
| Plot statistical reports | 23.5 | 27 |
| Use dating machine | 25.5 | 24 |
| Weigh mail and figure postage | 25.5 | 24 |
| Use envelope sealer | 27 | 17 |

Source: Study of 90 Texas offices, by Sr. M. Eleanor, S.S.M.

A New Study

The display on the opposite page, made large just in case you wish to do anything special with it, summarizes the results of one of the latest studies on secretarial duties and traits. Readers who wish to duplicate copies of the results to distribute to students or who wish to convert the tables into check lists for surveys or class discussion have BEW's permission to do so for local use. Sister's article enlarges on and interprets the results.

Secretarial Duties and Traits—1950

SISTER ELEANOR, S.S.M.
Saint Xavier Academy
Denison, Texas

■ **Source of the Data**—"What traits do businessmen wish to find, and hope not to find, in their secretaries? What duties do secretaries perform?" Those were the questions for which we wanted up-to-date answers.

In order to obtain the answers, we made a survey in a north-central Texas city with a population of about three hundred thousand.

One hundred fifty-four check lists were mailed. Replies were received from ninety businessmen — manufacturers, wholesalers, retailers, financial organizations, transportation companies, oil producers, service organizations, utility companies, construction companies, governmental agencies, doctors, lawyers, and bankers.

• **The results** of the survey reflect the trend in education today—to prepare students for life rather than to stress factual knowledge. The results of the survey do not say that factual knowledge is unnecessary, but they do say that personality and character training need still more attention in business-training programs.

To be a good secretary one must, of course, possess skill in shorthand, typewriting, business English, and spelling; but many students who will never become good secretaries possess these skills and knowledges. The *plus* elements for success in this important position are those personality and character traits that make the secretary the employer's "alter ego." As one employer put it, the secretary is the most important person in his office, for "she can make or break my business."

■ **Desirable Traits**—One of the four questions we asked of the businessmen concerned the traits that they hoped to find in the secretaries they employed. Table 1 indicates the tabulation of their answers.

Table 1 indicates only the frequency with which each trait was mentioned. We asked the employers to indicate in sequence the five

traits they would rate the most important. The following enumeration shows the tally of their answers:

TEN HIGHEST TRAITS LISTED BY EMPLOYERS IN THEIR FIRST FIVE CHOICES

| Traits | Number of times mentioned as | | | | |
|------------------|------------------------------|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 |
| Intelligence | 20 | 11 | 9 | 8 | 7 |
| Dependability | 17 | 14 | 15 | 6 | 0 |
| Honesty | 14 | 6 | 6 | 6 | 5 |
| Accuracy | 14 | 19 | 15 | 6 | 3 |
| Initiative | 1 | 9 | 7 | 14 | 0 |
| Interest in Work | 3 | 5 | 7 | 7 | 10 |
| Loyalty | 5 | 5 | 7 | 3 | 5 |
| Secretiveness | 1 | 6 | 2 | 5 | 6 |
| Courtesy | 2 | 3 | 3 | 2 | 4 |
| Adaptability | 2 | 1 | 1 | 4 | 1 |

The businessmen were asked also to explain briefly why they thought their first choice was most important. Here are some of their replies:

• **Intelligence.** "If a secretary is intelligent, she will thereby possess many of the other qualities listed above; but, without intelligence, she cannot hope to keep a position for long, even though she may be fortunate enough to bluff her way in."

"Native intelligence is the most important requirement for any secretary; because, without it, no amount of training and experience will produce a successful secretary."

• **Dependability.** "Dependability is most important, to my way of thinking, because it more or less covers all the other traits. Regardless of a person's training and education, if she is not dependable, she is of no service to business or society."

"A good secretary can take much of the work load from her supervisor's shoulders if she is dependable, thereby enabling him to do a better job."

• **Honesty.** "Honesty and dependability are the same. If she isn't honest, she could not be depended upon; I would be worried all the time about what she might or might not do."

"Honesty is the first essential, not

only in a secretary but in everyone else also. One possessing all the other traits listed, but lacking this, would not be acceptable."

• **Accuracy.** "I must depend on her to catch even my mistakes. I have little time to look for hers."

"Any papers or information received by others through a secretary are considered as from the executive; any inaccuracies are a reflection on the executive."

• **Initiative.** "It is the hardest to develop."

• **Interest in Work.** "If we are of average ability and are sufficiently interested in our work, we can accomplish almost everything we try."

"We feel that, to accomplish the best efforts, an employee must be interested not only in working but also in the type of work to which he or she is assigned."

• **Loyalty.** "Loyalty is the most essential trait, for a secretary is usually in a better position than any other employee to know internal, confidential details, the release of which would hurt her employer and the company."

"An employee who is loyal to the organization for which she works will possess naturally the qualities of dependability, honesty, and interest in the work."

• **Secretiveness.** "It is most important that a secretary should not discuss with members of the organization or with people outside the organization any matters that her employer discusses with her with regard to his personal business or company business."

• **Courtesy.** "Many a large business deal is half completed by the courtesy and consideration shown by the secretary, either over the telephone or in making the appointment, or by the way a person is received in your office."

"Your office cannot be 100 per cent satisfactory without courtesy on the part of the person whose duty it is to contact the public—the secretary."

• **Adaptability.** "In order to carry on her work efficiently, the secretary must be able to adapt herself to the one for whom she works and to all with whom she associates. Also, she must completely adapt her abilities and intelligence to the particular type of secretarial work she is doing, in order to be successful."

• **Other Traits.** Some of the reasons given for choosing other traits were highly stimulating. With regard to *sense of humor*, one man had this to say: "With the tension of present-day business, I consider this factor most essential. Furthermore,

I have yet to encounter a stupid person who possessed a sense of humor."

In speaking of *resourcefulness*, another employer remarked, "Resourcefulness means capacity to get things done—use of imagination. If one thing doesn't work, try something else. She is not afraid to go ahead and do things without being told. This trait is number one, assuming, of course, that the person is essentially honest."

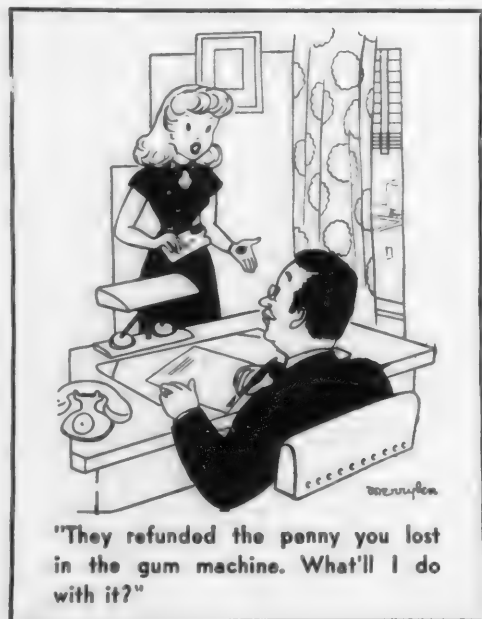
The employer who explained why he picked *discretion* as his first choice said: "Many confidential matters must of necessity be cleared through a secretary; therefore, one who is discreet and can be trusted is of great importance to an executive."

■ **Undesirable Traits**—In order to determine which personality traits were "irritating," the businessmen were asked to list those they found in their secretaries. These undesirable traits are tabulated in Table 2.

■ **Secretarial Duties**—In training young women for secretarial positions, one does not usually train for a specific kind of secretaryship (unless it is for the legal or medical field). It is desirable, therefore, to know what duties are commonly performed by all kinds of secretaries; so we asked the businessmen to tell us for what secretarial duties we should train students. Table 3 gives the results of their replies.

- *Taking dictation and transcribing letters* holds such an important place in the list of duties for secretaries that it may be concluded that the schools should continue to give all elements of transcription training a prominent place in the business education curriculum.

- *Composing and typing original letters* had a third-place rank. Clearly, therefore, it is imperative



"They refunded the penny you lost in the gum machine. What'll I do with it?"

The Reason BEW Sponsors the Bookkeeping Awards Program

DEAR BEW:

We wish to express our thanks for the splendid awards that you have presented to our school.

Winning the bookkeeping contest was a grand surprise, probably one of the most wonderful achievements we will ever attain. Our school is very young, and with the winning of the contest we have presented our school with its first trophy.

The trophy is being displayed with joy and satisfaction. It is an inspiration and makes us eager to do our best at all times. The beautiful O.B.E. pins are being proudly worn by the winners.

Sincerely yours, STUDENTS OF ST. JOSEPH COMMERCIAL HIGH SCHOOL, DAYTON, OHIO.

that schools stress this particular phase of English in the training of all students destined for secretarial positions. When the employers were asked for their recommendations, they pleaded with teachers to stress spelling and English—oral and written.

- *Typing from Rough Drafts.* Frequently it is necessary for secretaries to copy from rough draft or corrected copy on the typewriter. It is necessary that students be well experienced in this duty; otherwise, it may become an expensive and laborious task.

- *Bookkeeping.* The fact that thirty-three of the ninety employers reported the keeping of their personal books as one of the duties of a secretary indicates that bookkeeping should be a *must* in the training program. Even though the secretary need not be an expert bookkeeper, she must know the elements of bookkeeping, so that they may be applied to the particular system used by her employer.

- *Voicewriters.* More than one-third of the employers reporting indicated that the secretary should be able to use a machine transcriber. Many schools do not have these machines as part of their regular equipment. The necessity for training in this particular field is becoming more important.

- *Filing.* A special unit on filing would be most beneficial to the student preparing for secretarial work. It is notable that three of the twelve most important duties listed concern filing. While many large concerns have a central filing system under the direction of a file supervisor and several assistants, it is essential for the secretary to understand the sys-

tem used so that her material will be properly labeled or so that she can find certain information in case of an emergency. As modern business becomes more and more complex, the position of the file clerk assumes more importance, and elaborate filing systems have been installed in many offices.

■ **Experience vs. Inexperience**—The businessmen were asked whether they preferred a secretary with previous experience or whether they preferred to take a beginning worker and train her in the routine of their particular business.

Fifty-two of the ninety preferred *secretaries with experience*; twenty-four preferred the *novice*; twelve were indifferent. The latter stated that it made little difference if the young woman was well trained and possessed the desirable traits. Two of the reporting employers made no comment on this point.

■ **Recommendations for Training Emphases**—The last section of the check list was devoted to the recommendations of the businessmen for improving the training to meet their secretarial needs.

RECOMMENDATIONS FOR IMPROVING THE TRAINING OF SECRETARIES

| Recommendation | Frequency |
|--|-----------|
| More thorough teaching of English and spelling | 18 |
| Develop initiative in students | 8 |
| More thorough training in skill subjects | 8 |
| More training in general office procedures | 7 |
| Develop dependability in students | 7 |
| Stress importance of being interested in the business | 6 |
| Develop proper attitude toward superiors as well as equals | 6 |
| Develop pleasing personality | 5 |
| Develop poise and tact | 4 |
| Teach students to choose office clothes wisely | 3 |
| Teach students to operate calculating machines | 3 |
| Develop correct telephone manners | 2 |
| Teach students to be co-operative | 2 |

It is interesting to note that the first recommendation was to stress a more thorough teaching of English and spelling. The value of oral and written English cannot be overemphasized in the training of a secretary. The very first duty in Table III, "handling callers," demands not only tact, courtesy, and politeness, but also knowledge of the correct use of oral English. The third duty in Table III, "composing original letters," had a frequency of seventy-five; in order to fulfill this duty, also, a secretary must have a good command of written English.



A Close-Up View *Have you ever thought, "I'd like to own a small business school in a nice little town"? If you have, you'll read this article with renewed stirrings of interest. You'll find that the small business school has a different mission—of training not 9-to-5 technicians but training "partners" for the men who own and operate small businesses with one employee "up front."*

The Business School in a Community of Small Business Organizations

ALICE E. MASTIC

Director of the
Ogdensburg Business School
Ogdensburg, New York

The director of a small private business school in a small community must be solicitor, teacher, advisor, and placement director—and, many times, a part-time parent. It is a "sunrise to exhaustion" routine, but it does have its compensations, for this type of school and its staff are often closer to its students, closer to its employers, than the school in a larger area.

Sometimes I wonder whether this closeness is good or bad when an employer calls me on a Sunday afternoon with, "I knew you wouldn't mind—" or a student telephones, just after I have retired, to say that he has taken his wife to the hospital and will I please give George his lessons for tomorrow?

It is not unusual to be requested by a casual business acquaintance to listen to a letter that she has written—she claims that she will feel better about mailing it if I lend an ear; or for a businessman to call to ask how he should address

two maiden ladies to whom he must write. This confidence is slightly flattering, isn't it? That is one of the compensations.

Although there are many small schools, much of the literature in business education has been devoted to the large school in the large area. We seldom see articles discussing the problems of the small school in a small area. So I should like to pass along some of my happy experiences, and to urge the importance of the place of this type of school in business education and the great need in these schools for teaching subjects beyond the skills of shorthand, typing, bookkeeping.

■ **The Small-School Program**—My usual day class is of about 32 students. Our courses are all 48 weeks in length.

• *Emphasis is placed on the overall picture of business in a small city, not on any one subject. This emphasis is necessary, since there are few large offices in small communities. Our purpose is to provide trained people for the small business man who has himself received little or no business education.*

In a recent article, a question caught my eye: "Is the student thinking about long-range opportunities for advancement and security?" In a small community, one must keep in mind that there are few local positions from which one may advance to department head, supervisor, or manager. There are few corporations of which one may become president. For our typical single-employee business offices, we must teach our students to look past the routine jobs and to appreciate the fact that everything they do is of vital importance to the operation of the small business organization. They are themselves department heads, supervisors, and managers.

It seems to me that our job is to train people to relieve the boss of every office responsibility. He may be a garage owner who knows every minute detail of car repairing but absolutely nothing about New York State Unemployment and Disability Benefits Laws—or when it is time to file his estimated income tax. Our small business men need this kind of help.

■ **Different Incentives**—Yet, what advancement can there be in such offices? Salary is an incentive, perhaps; but I attempt to teach my young people that a steady flow of appreciation from the owner is equally important. It is given:

• *Case Study 1.* Not long ago, a dentist told me that he has never had a girl like Betty S. His exact words were, "I never have to think of what is going on up front. My accounts are collected, bills paid, appointments run smoothly. Above all, I do not have to worry about taxes of any kind. She handles everything. In my eighteen years of practice, I have never had any one who accepted my responsibilities so thoroughly—and was not looking for a better position."

• *Case Study 2.* A man in an electrical business came to me six months ago and asked for a girl for his office. He said that he had been in business a short time and had originally planned to handle all the clerical details himself but found that he knew too little about them. I sent a young lady down to him—just an average student who had not found her work in school easy but one whom I knew to be conscientious. A few weeks ago the man came in to thank me for sending him such a well-trained girl. He told me that he really did not appreciate her fully until a friend of his, who started a different busi-



Alice Mastic . . . community counselor

ness about the same time, complained of his office help.

This other man had hired a young lady who was an excellent stenographer and typist—but when a large envelope came in from the State Department of Taxation, she placed it on his desk unopened, and he, being busy, slipped it in a drawer. Sometime later a letter came to him from that same State Department telling him that his report for April was never received, that he must make it up immediately and pay a fine for the tardy return. When he asked the young lady in the office about it, she replied that she knew

nothing about State taxes. He called in an accountant who prepared the return for him. The fine was paid, plus the accountant's fee.

■ **Curriculum in Action**—Yes, my graduates must be "tax conscious." I once heard Elgie Purvis say that one of the things that makes a private business school "tick" is its speedy adjustment of curricula to the changing demands of the employers. In chasing around for information on the new New York Disability Law, I felt as though I resembled a wild character from a Pepe drawing. But, we made it—students leaving June classes were instructed in this new law.

I attempt to teach the students as much as possible about the preparation of returns for Social Security and Withholding Taxes, State Taxes, and Personal-Income Taxes, because these seem to be confusing items in the life of the small business man.

• *In mathematics* the students learn to make up a payroll, to record deductions for this and that. We follow through to the boss's signature on the report that is to be mailed out, because that is what will be done on the job.

• *Business Organization* was a subject to which I gave little thought for a long time. Like so many teachers, I very much preferred shorthand and bookkeeping to the general subjects. But a publisher's representative made me realize how

important a course in Business Organization would be for my kind of students. Then I attended the Pennsylvania Workshop for Business School Teachers and gained more interest in this subject. This past year, the course was good, was interesting—to me, too.

To supplement the textbook, I obtained leaflets and sound movies from the New York State Department of Commerce (free except for postage) that covered all types of businesses. This Department supplies a wealth of material that *really means something* to the embryo small-business employee. It is right in his own backyard—information is broken down into specific enterprises, like the shoe store that may be managed by a brother, the grocery store where the family food is purchased, the garage where Dad's car goes for repair, the dry-goods store, the florist shop, and every business that enters into our daily living.

• *Psychology* is given in all three of our programs. Some folks have said to me, "Aren't you *reaching* a bit? Why spend time teaching psychology and personality development in your little school?"

My answer is that the principles of these two subjects are seldom picked up through mere exposure to them. We teach them with the hope that the student will better understand the employer; but, more important than that, so that the young worker will understand the people with whom his employer deals. We teach personality so that the young person will realize the value of proper adjustment to all conditions, be they pleasant or unpleasant.

One employer in a local insurance office told me recently that his secretary, a former student of ours, brought in more business because of her personality than he and his partner together! Compliments like this are quickly passed on to the students in training—it is encouraging to them. It is an example of one of the satisfactions of working in a single-employee office where there is no "advancement."

■ **Training Must Be Broad**—A private business school in a community of small business organizations must study the needs of that community and train accordingly. Speedy stenographers are seldom required. Whirlwind typists might be a source of pride to an employer when his friends come in; but, if he is frank, he will tell us that he has not much typing other than statements and a few letters. Telephone technique,

GENERAL BUSINESS COURSE

Typewriting
Business Mathematics
Accounting I
Income Tax and Social Security
Business Organization
Business Law
Filing and Indexing
Office Machines

Spelling
English
Effective Letter Writing
Penmanship
Clerical Procedures
Personality Development
Practical Psychology

STENO-SECRETARIAL COURSE

Shorthand Theory
Dictation
Transcription
Typewriting
English
Spelling
Filing and Indexing
Business Mathematics
Personality Improvement

Practical Accounting I
Income Tax and Social Security
Business Organization
Business Law
Secretarial Duties
Penmanship
Effective Letter Writing
Practical Psychology
Office Machine Techniques

JUNIOR ACCOUNTING COURSE

Practical Accounting I
Practical Accounting II
Practical Accounting III
Business Mathematics
Penmanship
Business Law
Business Organization
Typewriting
Office Machines

Income Tax and Social Security
English
Spelling
Effective Letter Writing
Clerical Procedures
Filing and Indexing
Practical Psychology
Personality Development
Salesmanship

Curriculum in a small business school.

filing, simple record keeping, a general knowledge of what business is all about, and (above all!) a *sense of responsibility for the job* are the things that *my* employers seem to require. They also ask that I send them someone who will not expect to spend a training period with them and then leave for a position that promises advancement.

I feel that it is my duty to prepare students to be of service to these small home-town businesses and, somehow, to teach them to see the value of accepting the responsibilities of the business with which they

are associated. This cannot be done if we teach only the skills. We must place emphasis on each program as a whole—on the integration of subjects to make the courses stronger.

It is all well and good to encourage our charges to become corporation presidents, general managers, and big-time executives; but, in many cases, is that not idle dreaming and phantom chasing? Let's be practical. The percentage of those who can ever do so while remaining in a community of small businesses is negligible. But they may become owners of their own organizations.



Mr. Wideman . . . no one suggested it

Adult Survey The author took a new approach for determining the answer to the question posed in the title of this article. He asked graduate students—men only—whether they had studied shorthand and, if they had not, why not. The replies give a different insight into the problem and, as the author indicates, provide new points for discussion and new suggestions for “doing something about”—

Why DON'T Men Study Shorthand?

ANTHONY R. WIDEMAN
South Fallsburg High School
South Fallsburg, New York

■ **How We Made a Survey**—Most business teachers have ideas of their own on the subject of men's studying shorthand. Some business teachers encourage boys and men to enroll in the subject; others do not. Most teachers, we suspect, make no effort, for they feel either that there is no particular merit in men studying shorthand or that the men simply won't respond.

When the men and boys who do not study shorthand reach adulthood, how do *they* feel about it? Do they wish that someone had persuaded them? Have they felt any sense of loss in not knowing shorthand?

• **We Asked Some Men.** We conducted a survey among a number of men enrolled last summer at Columbia University. A questionnaire was prepared and distributed to 150 men, and 83 of them were sufficiently interested to fill out and return the form. Fifteen of the respondents were men students in the Business Education Department; and the impact of their answers must be considered when analyzing the results.

■ The Results of the Survey—

• **Question 1.** “Have you ever studied shorthand in high school or business school or college?” Yes, 21; no, 62.

If we discount the fifteen men business teachers, the tally is *yes*, 6; *no*, 62.

• **Question 2.** “If you answered no to Question 1, what are your reasons for not having studied shorthand?” The respondee was asked to check one or more of several suggested answers. The answers and tallies:

| | |
|---|----------|
| “Couldn't fit it into my schedule” | 27 (44%) |
| “Have no use for it” | 19 (31%) |
| “Lack of information on the subject” | 14 (23%) |
| “Belief that shorthand was exclusively a woman's subject” | 4 (6%) |
| “Considered the subject too difficult” | 1 (2%) |

The belief commonly held by business teachers that men consider shorthand a woman's subject was discredited by the replies; only four men, or 6 per cent of those who had not studied shorthand, said that such a belief had discouraged their taking the subject.

One disturbing element was that many individuals had found it impossible to fit the subject into their schedules—which may be based on the fact that many schools do not allow college-entrance credit for shorthand courses. Perhaps right there is evidence of a need for a more flexible program of study for college-bound students, so that such students can qualify for college entrance and yet study shorthand when need and interest are present.

It is interesting to note that nineteen of the men, about a third of the group that had not taken shorthand, frankly admitted that they saw no need for the study of shorthand. This percentage is a great deal smaller than a business teacher would expect; and the converse, that two-thirds of the men were aware of a need or use for the study of shorthand, is surprising and encouraging.

Fourteen persons admitted that they lacked sufficient information on the subject. Add those fourteen to the nineteen who had seen no use for shorthand and the total suggests that business departments of high schools and colleges should conduct a better publicity program. It is apparent that too many men students are programed without being given sufficient information.

Since only one person indicated that he had considered the study of shorthand too difficult, there is little concern to be given to this aspect of the problem.

• **Question 3.** “Do you believe knowledge of shorthand could be advantageous to you in securing employment?” Yes, 43; no, 40.

Most business teachers have believed that men do not hold to the idea that shorthand skill will improve their employment possibilities; yet better than half of the men graduate students questioned feel that shorthand skill would help—*would still help*—their employment possibilities.

• **Question 4.** “The average salary for men stenographers and secretaries in one large metropolitan area is between \$45 and \$55 a week, with opportunities to advance to higher salaries and other positions. Do you consider this salary sufficient for a man in this field?” Yes, 39; no, 43; don't know, 1.

The results of this question were



PACKARD JUNIOR COLLEGE is one of the many institutions in which students who are aware of the great demand for men secretaries are welcomed. Seven of the ten members of this intermediate dictation class of Anne Pupchuk's are men. Men secretarial students at Packard are about evenly enrolled for the one-year course and for the two-year executive secretarial course. Packard, like most schools training men, has a waiting list of openings.

expected, for the average salaries for men secretaries fall into about the same category as other beginning occupations of about the same level.

• **Question 5.** "Would you be willing to accept such a position?" Yes, 24; no, 57.

• **Question 6.** The final question requested the individuals to indicate what they believed to be important in acquainting high school boys and college men with the value of studying shorthand. The comments were both revealing and worthy of consideration. Generally speaking, the various suggestions fall into the categories discussed in the following.

■ **Organized Publicity Program**—A publicity program, say the men who participated in the survey, should be started by the staff of the business-training departments of the schools at least a year prior to the time when the boys select their programs of study for high school. They should be addressed by a man teacher from the business department in the high school to which the boys will be promoted.

• **All-Boy Classes.** Men believe that boys fear shorthand competition from girls; so the men suggest that the organization of all-boy shorthand classes would greatly encourage boys to enroll.¹ It is not believed that girls learn shorthand any more easily or rapidly than boys do, but it is felt that girls are more likely to study hard and so advance more rapidly.

• **Success Stories.** Telling them about some of the many famous persons in the business, political, ed-

ucational, and entertainment fields who have used shorthand in their climb to success would do much to encourage boys to re-evaluate the question of taking shorthand, the men in the survey thought. They said that the names of such persons should be posted where students could read about them; and they suggested that, when possible, contemporary name personalities might be brought in to speak to the boy students.

There are many such name personalities, of course, as most business teachers know—James Madison, Woodrow Wilson, James H. Byrnes, Daniel Bell, Harry A. Moore, Peter B. Kyne, Bruce Barton, Billy Rose, Irving Thalberg,² to name a few. In view of the fact, too, that court reporters earn three or four times the salary of the average high school principal, the men thought that the possibilities of court and free-lance reporting might also well be called to the attention of boys.

• **Advertisers' Emphasis.** Manufacturers of typewriters, office equipment, textbooks, and so on should be asked to devote some of their displays to what "Joe Perfect" is doing instead of devoting their space only to what "Patty Perfect" is doing. At the present time, students readily get the idea from advertisements that only girls study to be office workers.

²The February, 1951, issue of TODAY'S SECRETARY presents a 12-page special feature presentation of the careers open to competent men secretaries, "Men Secretaries GO Places." The account includes stories of successful men, statements by top executives who will hire none but men secretaries, charts of career advancement lines, and a detailed account of the duties of one man secretary to a railroad executive. Single copies, 25 cents; 330 West 42nd Street, New York 18, New York.

¹See "Getting Men to Enjoy Shorthand," BUSINESS EDUCATION WORLD, January, 1951, p. 255.

• **The Want-Ads.** Classified want-ad sections of newspapers should be posted on bulletin boards where the students can see the opportunities open for men in this field. Most metropolitan newspapers have a wide offering of positions for men office workers.

• **Quotable Quotes.** Every once in a while a magazine or newspaper story includes the statement of some prominent person who tells what his knowledge of shorthand has contributed to his success. Business teachers should watch for such quotations, should collect them, should solicit them from famous persons, and should display them.

• **Personal-Use Shorthand.** Business teachers should inform guidance personnel and teacher associates of the advantages of shorthand for the student attending college in taking lecture notes, preparing first drafts of assignments, and so on. The personal use of shorthand should be emphasized to all our shorthand students, not only because using shorthand personally helps build shorthand skill but because the personal use of shorthand is a step toward personal efficiency. Shorthand can save time for the individual just as it does indirectly for businessmen.

■ **Conclusion**—Why don't more men study shorthand? Why, indeed. The situation is deplorable. There are opportunities galore for the male student who is fully prepared in the secretarial skills.

The principal reason for men's not studying shorthand lies with those responsible for shorthand study. Shorthand teachers have not convinced counselors and administrators of the value of shorthand for men and have not adequately explained the utility of shorthand to the students themselves. This is not merely a matter of salesmanship in order to recruit a few new students; this is a matter of very real and very professional responsibility. Because so many men in later life who wish they had learned shorthand were never told about its value until too late to do anything about learning it, the blame rests fully on the educators who did not provide information about shorthand at the time it should have been presented.

It is our responsibility as educators to inform students of what shorthand skill can contribute to their future success, to see that space is provided in the curriculum for shorthand study by those who desire it and see a need for it, and to train students thoroughly to take their places in a field that needs and wants them.



IN HIS DEMONSTRATION class on the teaching of transcription conducted last summer at Teachers College, Columbia University, the author found (a) that students previously trained on manual machines could readily transfer their skill to electric typewriters and (b) that use of the electric machines encouraged superior achievement in transcription.

Methods of Teaching Electric Typing: Instruction in Electric Transcription

Fourth of a Series by
JOHN L. ROWE

Teachers College, Columbia University
New York, New York

■ **The Demonstration Class**—Last summer the author conducted a six-week demonstration class in transcription. The students were from New York City and suburban high schools, and they had previously had one year of instruction in shorthand and in typewriting. None of the students in this class had ever operated an electric typewriter.

During the first half of the summer course, the students did their transcription on manual machines. During the last twelve periods of the session, the students were introduced to electric machines and thereafter did their transcribing on the electrics. Their experience is of special interest for two reasons: The instruction involved teaching students to transfer their typing skills from manual machines to electrics—the same problem encountered by every office worker when he first uses an electric machine—and it involved learning to transcribe with electrics.

■ Changing from Manual Typewriters to Electrics—

- **Importance of Mind-Set.** The

students must have a keen desire for changing from the manual to the electric machine. They must not "be reluctant"; the teacher has some selling to accomplish. So—

1. Students were told that the transfer could be made quickly.

2. Students were told that the electric typewriter does much of the work for them and requires very little energy to operate.

3. Students were told that secretaries and stenographers who use electrics are much less fatigued at the end of a day's work than are workers who use manuals.

4. Students were told also that the ability to operate both kinds of machines would give them extra qualification for employment.

Needless to say, the students in the demonstration group welcomed the change-over to electrics.

- **Introductory Demonstration.** To emphasize further the ease of operating an electric machine, the writer demonstrated briefly before the class the typing of the Experts' Rhythm Drill. He started very slowly and gradually increased speed until coming to the end of the line. Without moving his eyes, he flicked the carriage-return key with his little finger and instantly resumed typing the drill at the speed attained at the

end of the first line. He increased this speed in the second line and again returned the carriage by flicking the carriage-return key lightly.

The brief demonstration set the stage for comments about the differences between manual and electric machines:

1. You "play" the electric typewriter. Keep your fingers hovering directly over the keys. Use a feather-weight stroke. Touch the keys very lightly, using a downward stroke and releasing each key instantly.

2. It is not necessary to *strike* the keys. Less distance is required to activate the electrified keys. You will probably type faster, for your fingers travel less distance.

3. To touch the carriage-return key, a slight motion with the little finger is all that is needed. The key needs only to be flicked. It is not necessary to hold the key down until the carriage returns.

(This point requires considerable emphasis, for students trained on manuals are accustomed to pressing and *holding down* the service controls like the tabulator and back-space key.)

4. You relax for an instant after touching the carriage-return key. This relaxation will pay dividends.

5. The carriage will return automatically as soon as you touch the carriage-return key; so, you can easily keep your eyes on the copy while the carriage is returning.

- **First Experience.** Students were then given their first opportunity to use the electric machines. They were instructed to check the on-off switch and to insert the plug in the electric socket. (It is imperative that the motor switch be in the off position when the connection is made; students must be drilled in ascertaining that the switch is in the off position before plugging in the wire.)

When transferring skill to the electric machine, it is best to provide very easy practice material at first. No new problems should be introduced; getting the feel of the electric machine is problem enough for the first learning experience.

1. The students were already familiar with the Experts' Rhythm Drill, which was used as the first copy for electric practice. It is good for this purpose, for students must learn to hover their fingers above the home keys without activating any of them accidentally. The students typed several lines of the drill, getting the feel of the machines, speeding up their stroking, and learning to flick the carriage-return key without looking.

2. Next, in order to give experience in reaching for the other keys, students typed the alphabet from dictation. At first the students made errors in location, but errors of this type never seem so serious in an alphabetical drill.

3. After several lines of alphabetical practice, the students were directed to type the easy and well-known rhythm sentence, "Now is the time for all good men to come to the aid of their party." This sentence was selected because it was easy and familiar. At once some of the students commented about how much easier it was to type on electric machines — the psychological response desired.

• **Straight-Copy Typing.** Since the group was a transcription class, the beginning part of the class period had been devoted to reading and writing from dictation two paragraphs in the day's shorthand lesson. The students had read the material for homework and had read it in class. It had been dictated three or four times; and they had, earlier in the same period, transcribed the material on manual machines. All students, therefore, were thoroughly familiar with it.

This same material was used, in printed rather than shorthand form, for the first extended writing on the electrics. The margins of the typewriters had been set previously (no need to complicate matters by teaching how to set the margins at the start). The tabulator stops for paragraph indentions had also been set in advance.

1. First, the instructor gave another brief demonstration, principally to demonstrate the continuity of typing but also to illustrate the use of the tabulator key for paragraph indention. The two paragraphs totaled about 100 words, and the instructor had practiced this material several times in advance so that he could type it fluently and without raising his eyes from the copy. He wanted to obtain as high a score as possible to point up further the advantages of electric touch typing.

The students noted how the *left* little finger reached — flicked — for the tabulator key in the same manner that the *right* little finger reached — flicked — for the carriage-return key. The students saw that these two keys need not be depressed or held down, but need only to be touched like any other key.

2. After the demonstration, the instructor again stressed the ease of touching the tabulator and carriage-return keys. The instructor's writing had been timed and the typing

rate determined. The score, impressive to students, was attributed to the ease of operating the electric machine and to the teacher's giving attention to touch control of the tabulator and carriage-return keys.

3. Now the students were asked to type the familiar paragraphs. The students made some errors, including errors in technique. It was amusing to see the left hands reaching into thin air—for the missing carriage-return lever. But typing the exercise proved to be a satisfactory experience. The students were "touch typing" as never before. Observers commented that almost everyone kept his eyes on the copy—something rarely achieved.

After typing the material, rates were determined. The students were pleased and surprised at the high rates and high degree of accuracy with which they had typed.

"The machine goes so fast I can't keep up with it!"

"I like the carriage return, even though I had to stop and think where it is."

"Things seem to happen before I plan them." "I never realized I could go so fast!" "I like the paragraph indention, too."

It was clear that the students enjoyed their first experience.

If the transfer of skill from the manual to the electric machine is to be completed satisfactorily and in a short time, however, planned activities must lead the student from the simple, elementary practice of the first experience to the more complex activities of actual transcription. The period closed with an assignment of shorthand homework, to be transcribed the next day.

■ **Second Day on the Electrics**—The class was evidently enthusiastic about the electric typewriters, for the students immediately prepared the machines for typing as soon as they entered the classroom. Heretofore the class had started the day's activities by reading shorthand plates or by having dictation practice; but on this second day they did

not even wait to be told what the class would do.

• **Warmup.** The second day was begun with practice on the Expert's Rhythm Drill, the alphabet, alphabetic sentences, and acceleration sentences. After five minutes of this activity, the class was instructed how to set the stops for the margins.

• **Transcription Previews.** Next, the class had ten minutes of shorthand reading and dictation; then electric transcription began.

1. The instructor wrote shorthand outlines on the board. As each outline was written, the student transcribed it as many times as he could before the next outline was put on the board. A goal of three typed transcripts was set for each outline, and the time provided by the pace of the instructor allowed for the typing of that many transcripts, although some students were able to transcribe the outlines six or seven times. All students were typing continuously, concentrating on the notes on the blackboard.

(This kind of shorthand preview at the typewriter develops continuity in transcription. It also facilitates touch transcription, for the students type as rapidly as they can without glancing away from the notes on the blackboard.)

2. Phrases were then previewed in the same way.

3. Whole sentences were practiced in this way, also, helping the students automatize definite transcription patterns.

4. After the board was full of preview outlines, the instructor used a pointer to select at random the shorthand characters, phrases, and sentences. The students were directed to type each preview expression at least three times—more, if possible. With "eyes glued on the blackboard," the students were truly touch transcribing.

(Emphasis on *touch* transcribing from the very beginning is of major importance in developing employable transcription speed. Much transcribing time is lost when students are permitted to take eyes off the copy—and lose the place.)

5. The shorthand material had, at this point, been generously previewed; but before transcribing from shorthand, the students were given an opportunity to type the material through from printed copy. Their scores were computed and the results noted.

6. Now the students typed from the shorthand plates. This was, of course, relatively easy to do. Scores were computed again.

7. The instructor dictated the



"You'll get a better office when business improves, Smith."

same material, and the students transcribed from their own notes. It was surprising and gratifying to see how easy it was for them to do. The scores for at least half the class were higher than for any previous typing done that day. The students were congratulated on being "electric stenographers" and told that, because they had done so well, they would henceforth do all their transcribing on the electrics. They were pleased.

8. The following days were given over to transcription practice from their own notes from dictation. The transcription of simple letter forms was introduced. A few minutes of each period were given to learning the special features of the electric typewriter.

By the end of the course, the students could transcribe new material at rates ranging from 15 to 70 words a minute, with the class average at about 38 w a m. A certificate was given to the students at the end of the course stating that they were proficient transcribers on the electric machine.

■ **Attendant Outcomes of Electric Transcription**—The use of electric machines in the transcription class appears to offer the following special benefits.

- *Touch transcription* is assured. The automatic carriage return and tabulator keys are major factors in the achievement of touch transcription.

It is no longer necessary for the typist to take eyes off the copy to return the carriage or indent—they are not even tempted to. In manual typewriter classes, teachers are constantly concerned by the number of transcription students who look up when coming to the end of the line of writing and when indenting. It is the writer's opinion that this lack of touch transcription on manual machines is a major factor accounting for the discrepancy between transcription speed and straight-copy typing speed. The automatic operative controls on the electric machine help greatly in this regard, since they facilitate true touch transcription.

- *Proofreading is easier* and more accurate, due to the evenness of impression on the paper given by electrically driven keys. The evenness makes whole words and phrases visible at a glance.

■ **Looking Ahead**—Is it presumptuous to prophesy that all transcription classes of the future will use electric machines and that our employers will request an "electric stenographer"?

Special Series For some years Louis A. Leslie, coauthor of Gregg Simplified and author of innumerable articles, texts, and teacher's manuals for teachers of shorthand, has been compiling materials for a new "How to Teach Shorthand" professional book. One chapter of that new book will deal with common fallacies in the teaching of shorthand. Because the material is extraordinarily interesting and because it will be some time before the new book is available, BUSINESS EDUCATION WORLD has obtained permission to present these fallacies in a special series that began in December and will run for several issues.

Fallacies in Teaching Shorthand, 7-9

LOUIS A. LESLIE
Shorthand Consultant
The Gregg Publishing Company

■ **Fallacy No. 7: Don't Hesitate Between Outlines**—"He wastes so much time between outlines!" complains the teacher, implying that, if only little Willie would not waste so much time between outlines, all would be well. True, but there is a lot more to it than that.

Most fallacies have imbedded in them some grains of truth, as in this case. It is true that, if little Willie did not spend so much time between outlines, he would be a better shorthand writer. In fact, careful measurements made with high-speed moving pictures prove that the main difference between the expert and the beginner is that the expert writes the outlines at substantially the same speed as the beginner—sometimes even slower—but that the expert gets from one outline to another faster. This writer for many years has tried to dramatize this simple truth by pointing out to beginners that the difference between them and the expert is in the speed with which they write the blank spaces, but with the added

explanation that writing the blank spaces rapidly is not merely a matter of moving the hand faster from one outline to the next.

- *The speed of writing* those all-important blank spaces is governed altogether by the writer's mental difficulty in constructing the outlines. Usually it is the following outline that governs the speed with which the preceding blank space is covered. Sometimes, however, a preceding outline has been so difficult for the writer that he hesitates over the following blank space like a runner who has run up the hill and then slows down, out of breath, on the level plain above.

Thus an expression like "the interstices of the . . ." will show a perceptible slowness of the blank space before *interstices* while the writer is trying to apperceive the word and construct a shorthand outline. Strangely enough, there will also be a slowness in getting on to the next outline, of *the*. The experienced shorthand teacher can almost go through a piece of dictation and predict which blank spaces will be slow by checking the words that are likely to cause difficulty in outline construction.

- *It is because of the factors* just discussed that most writers find the "chain constructions" deadly in dictation—such constructions as "the legislative, administrative, judicial functions of the . . ." There are four words in a row, any of which will give pause to the beginner. If there were a few easy outlines between the difficult ones, the learner would have a chance to recover his breath; but each time, just as he struggles to catch his breath, another difficult word is dropped on him. The three spaces between "legislative, administrative, judicial functions" require a seemingly interminable time to cover. Each succeeding space requires longer than the one before, as the cumulative burden piles up.

Yes, these are extreme examples,



Mr. Leslie: "Write smoothly? How?"

but they serve to display more clearly what happens in ordinary dictation.

Too much emphasis by the teacher on fine points of shorthand theory or penmanship will increase the time required to cover the blank spaces. The learner hesitates over the blank spaces while he is trying to recall just what it was the teacher warned him to watch for in the outline for the next word.

• *Conclusion.* Getting from one outline to another quickly has nothing to do with the physical passing of the hand across the blank space between outlines. The speed with which the blank spaces will be covered is governed entirely by the speed with which the writer's mind can supply the adjoining outline. The hand will spring across the blank space as soon as the mind tells it where to go and what to do.

■ **Fallacy No. 8: Use a Dry Pen to Retrace Outlines**—Even the simplest habits are really very complex. A complex habit or bundle of habits such as that governing writing defies analysis. Although it is impossible to make a complete analysis of the habit or habits involved in writing longhand and shorthand, this much is known—the acquisition of skill in the use and control of so complex a habit is best advanced as a whole. It is rarely profitable to try to peel off one part of the habit for separate practice. The whole bundle of habits is best practiced together, so that the mind and hand may become accustomed to the interaction of sensations that occurs when the habit is successfully established.

• *This prologue is necessary* to an understanding of the reason why the use of the dry pen for retracing shorthand outlines is given as another fallacy in this series. The use of meat skewers or orange sticks gives a completely different "feel" to the writing. Even the use of a dry pen, although it comes closer to the "feel" of actual writing, still fails to exercise the whole series of stimuli and responses that belong in the normal writing act.

In theory, one of the advantages of retracing with the dry pen is that the presence of the written or printed shorthand outline underneath the dry pen point enables the learner to write more rapidly and accurately than would be the case if he were originating the shorthand outlines himself. This is partly true; but it is equally true that the writer is handicapped by the compulsion to follow, to some extent at least, the already existing outline. This is not a natural reaction at all;

both the eye and the hand are hampered by the presence of the existing outline.

• *The most important disadvantage* of retracing with dry pen or skewer is that the pressures and frictions under the writing point are very different than they are with a "live" writing point. A large part of the successful writing habit consists of the recognition and control of these pressures and frictions. To be technical about it, how are we to establish a proper kinaesthetic memory when the practice kinaesthesia is only partially complete and, worse, when the practice kinaesthesia is different from the finished act?

It may be said that the class does not do very much dry-pen retracing. If that is the best that can be said for it, why not omit it altogether, using the time more profitably by writing real shorthand, with a real pen?

• *Experimenters in the psychology laboratory* have come to the conclusion that the best way to learn to write is to write from a good model, striving to achieve a certain result.

Mursell, for example, mentions "The common mistake of . . . practicing the writing movement with a dry pen, or with a piece of stick, or without anything at all in one's hand. . . . The isolated reaction is almost always different from the complete co-ordination made in a natural setting; the difference may be quite slight, and yet very important."

• *Conclusion.* The way to learn

to write is to write, copying from a good model, with a desire to achieve success. Practicing single details or groups of details of the writing process does not ordinarily seem to be helpful. Therefore, retracing with a dry pen is not so helpful as copying from a good model with a "live" pen.

■ **Fallacy No. 9: "Always Write Smoothly and Evenly"**—This fallacy, as expressed above, has been the battle cry of generations of longhand and shorthand teachers. It is the shorthand counterpart of the typewriting teacher's demand for metronomic rhythm. The good typist does not type with metronomic rhythm, nor does the good shorthand writer write the outlines "smoothly and evenly."

Some typing combinations are easier than others; some shorthand combinations are easier than others. Not only the good writer but almost any writer who has not been hampered by an attempt to train him to metronomic regularity will take advantage of the easier combinations by going through them more rapidly. At the same time, he will slow down a little on the difficult combinations in order to make them more accurately and partly because he just can't execute them so rapidly as he does the easier combinations.

• *There are the same number of strokes in cartridge* as there are in *this is the* (omitting spaces), but no one can type the word *cartridge* as rapidly as the phrase *this is the*.

Compare the relative ease of writing *pr* and *rp* in shorthand. No matter how dexterous the writer, the *rp* will always require more writing time than the *pr*.

Careful observation and measurement by means of high-speed moving pictures and other devices shows that the good writer is constantly changing the speed and pressure of the writing line, whether in longhand or in shorthand. Even the same character will be written with a different line speed as it is joined differently. The *l* in *it-will*, the *l* in *will-not* and the *l* alone (standing for *will*) are all written with different line speeds and with different pressures.

All this does not mean that the teacher should stop teaching "smooth and even writing" and start to teach all these different line speeds and pressures. Far from it. This means, in shorthand or in typing or in any other skill, that the correct mechanical details of the skill should be given to the learner without his knowing it. A



conscious awareness of the mechanical details of the skill always makes more difficult the good performance of the skill.

- *The teacher*, however, should be aware of these details, and should keep them to herself. She should use her awareness of the correct mechanical details in planning her drill work. Drill work correctly planned and correctly executed will give the learner the correct mechanical details of writing far more effectively than any lectures on how to do it.

As Dr. Gregg so often pointed out, the most effective way to give the learner the correct execution of the outlines is to demonstrate the outlines on the blackboard in every shorthand class period. As the learner watches the teacher execute the outlines correctly (without comment on the details of execution) he will gradually pick up the correct writing method.

- *It is difficult* to discuss this topic without the moving hand to demonstrate the points. If the teacher has been accustomed to the artificial and inefficient "smooth and even" style of shorthand writing, the hand literally floating along the outlines, it is difficult to imagine, without seeing, the more natural, effective, and vigorous style described above—it must be seen to be believed.

How is the learner to acquire this style if the teacher is not to describe it? One important means will be by watching the teacher's own writing on the blackboard. But if the teacher has been brought up on the "smooth and even" school of writing?

The best means of acquiring the correct style is by writing from dictation under the right circumstances. There should be many short repeated dictations in order to give the learner the opportunity to force his hand to high speed. The speed will bring with it the correct way of writing if other means have not been taken to prevent the learner from acquiring the correct writing techniques.

- *Conclusion.* The good shorthand writer does not write "smoothly and evenly." He writes with constantly varying pressure and line speed, accommodating himself to the ease or difficulty of the joinings. The learner will acquire the correct technique naturally unless the teacher, through counting drills or some other metronomic device, compels the acquisition of the "smooth and even" style of writing.

(Continued next month)

Your Professional Reading

• E. C. MCGILL



WHEN THE BUYING POWER OF THE DOLLAR decreases and inflationary tendencies stare at the consumer, it is high time to consider all investments carefully from both present and future values as related to the buying power of the monetary unit.

John C. Clendenin, of the University of California (Los Angeles), who is also Research Consultant for the Los Angeles Stock Exchange, has written a comprehensive book, *Introduction to Investments* (McGraw-Hill, \$4.75), aimed at the development of personal and family investment programs. The topic of investments is approached from the point of view of the individual or family whose investment objectives are security, income, and profit. It begins with an analysis of objectives, risks, and requirements of a sound investment program. The book treats the economics of investment values and incomes, the nature and value of corporate securities, security markets, important types of investments, and investment management.

A newcomer to the introductory business field—*Introduction to Modern Business*, Shepherd, Musselman, and Hughes (Prentice-Hall, Inc., \$4.75)—emphasizes the importance of studying business-career requirements and opportunities. Many teachers of the subject have recognized the importance of introducing not only the basic elements of management, personnel relations, finance, production, marketing, and business economics, but also the career opportunities that exist in these various areas of business. Throughout this well illustrated book, the authors recognize the career implications in all of the major business areas that are usually found in such introductory books.

The importance of industry is gaining wider recognition throughout the broad expanses of our nation as it decentralizes and reappears in every state in the union. Franklin E. Folts, of Harvard University, has released the third edition of *Introduction to Industrial Management* (McGraw-Hill, \$5.50). This is a thorough revision of a pioneer in the industrial-management field. It contains 63 practical cases that help the reader apply its principles to practical situations.

ECONOMIC THEORIES AND PRINCIPLES are fundamental to business and industrial management. These principles and theories go through evolutionary changes to keep step with changing business conditions. The following economic publications point up some of these economic movements.

A review of economic development is provided by Ferdinand Zweig, Universities of Manchester and Cracow, in his *Economic Ideas: A Study in Historical Perspectives* (Prentice-Hall, \$2.25). The author presents his material in five stages: men and ideas, historical examples, four stages of economic development, the doctrine of planning, and economists facing the future. His continental interpretation of economic ideas should help Westerners gain added understanding of the economic ills of embattled Europe.

The new economics text by Kenneth E. Boulding, of the University of Michigan, presents an original approach to economic theory through assets and the balance sheet rather than through income and the income account. It may arouse new concepts in our economic thinking. The entire publication, *A Reconstruction of Economics* (Wiley, \$4.50), is devoted to justification and clarification of the asset approach to basic economic theory as it affects the market equation, economic organism, production, and inventory, insurance, consumption, output and employment, distribution, government, money debt, and interest.

Elementary Economics (Prentice-Hall, \$4.50), a new text by J. O. Nordin and Virgil Salera of Iowa State College, is pointed toward developing economic understanding needed for effective citizenship in a democracy. The importance of National income analysis as related to other aspects of macroeconomics holds the spot light in the early part of the book. The authors have presented an over-all picture of economic principles in a simplified manner that facilitates ease of understanding.

SAMPLE OF FEDERAL TYPING TEST FOR TYPISTS

This practice exercise is similar in length and in difficulty to the one that you will be required to typewrite for the Plain Copy Test. You are to space, capitalize, punctuate, spell, and begin and end each line precisely as in the copy. Make no erasures, insertions, or other changes in this test, because errors will be penalized even if they are erased or otherwise corrected. Practice typewriting this material on scratch paper until the examiner tells you to stop, remembering that for this examination it is more important for you to typewrite accurately than to typewrite rapidly.

There are several ways in which a typist can prepare herself to be an efficient worker in a business office. First of all, she should know her typewriter thoroughly, the location of all the keys, even those used infrequently, and the use of the marginal stops and extra devices furnished on modern typewriters. In addition to being completely familiar with the typewriter, she should know how to use the dictionary to verify the spellings and definitions of unfamiliar words. Even though a letter has been typewritten neatly, without erasures or strikeovers, it will still be considered unsatisfactory if it contains any misspellings whatsoever.

THE TYPING TEST given to would-be Federal Civil Service typists is like the rather heavy material above. Students must copy line for line instead of listening for the bell—a difficult feat when you are not accustomed to doing it. Typists also take a general-information test.

A Brief Review of Civil Service Examinations for "Typists"

DAVID J. KAPPEL
Jamaica Vocational High School
Jamaica, New York

For the past ten years, there has been a tremendous unfilled demand for competent and qualified typists in the city, state, and Federal Civil Service.

In the New York City area—probably in every metropolitan area—examinations for the position of typist are given by the Municipal Civil Service Commission, the State Civil Service Commission, and the United States Civil Service Commission.

■ **Summary of Requirements** — A comparative study of the circulars of the various civil service commissions covering examinations for typists in 1949 and 1950 brings to light the following typical information.

• **Age Requirements.** To be eligible for appointment, applicants must be between 18 and 70 for New York City and for New York State positions, but between 18 and 62 for Federal positions.

• **Examination Requirements.** In view of the tremendous demand for typists, the general written examination was discontinued during 1950 by the New York Civil Service Commission. The preceding test (the October 4, 1947, written examination for Typist Grade 2) had questions on office practice, grammar, spelling, vocabulary, arithmetic, and civic affairs. These questions were of a similar nature to the questions asked on Clerk Grade 2 tests—a few of which appeared in last April's issue of *BUSINESS EDUCATION WORLD*.*

* David J. Kappel, "A Brief Review of Civil Service Examinations for 'Clerks,'" *BUSINESS EDUCATION WORLD*, April, 1950, p. 406 ff.

The New York State test for typist parallels that of New York City.

On the Federal circular for "Typist GS 1-4," the following appears:

Competitors will be required to take a written examination. They will be rated on the subjects listed below, which will have the relative weights indicated.

1. Copying from Plain Copy (Typewriting), 50 credits.
2. General Test, 50 credits.

The general test on the Federal examination covers the same topics as the state and city examinations; namely, grammar, spelling, vocabulary, reading, office practice, and so on. The following excerpt is taken from Federal Circular AN 3508, dated March, 1949:

GENERAL TEST

(Both Typists and Stenographers Take This)

The following samples show the kinds and approximate difficulty of questions that will be used in the General Test. . . .

Each sample question has several answers, lettered A, B, C, etc. Decide which one is the best answer to the question.

SAMPLE 1

Authentic means most nearly (A) detailed, (B) reliable, (C) valuable, (D) technical, (E) practical

SAMPLE 2

Read the next paragraph and answer the question which follows it:

"Just as the procedure of a collection department must be clear-cut and definite, the steps being taken with the sureness of a skilled chess player, so the various paragraphs of a collection letter must show clear organization giving evidence of a mind that, from the beginning, has had a specific end in view."

The quotation best supports the statement that a collection letter should always—

- (A) show a spirit of sportsmanship
(B) be divided into several paragraphs



David Kappel: "Too many fail"

- (C) express confidence in the debtor
- (D) be brief, but courteous
- (E) be carefully planned

SAMPLE 3

Find the correct spelling of the word. If none of the spellings is correct, blacken the space under D on the answer sheet.

- (A) occassion (B) occasion (C) ocaasion (D) none of these
- (A) amature (B) amatur (C) amatuer (D) none of these

SAMPLE 4

Select the sentence that is preferable with respect to grammar and good usage in a formal letter or report:

- (A) They don't ordinarily present these kind of reports in detail like this.
- (B) Reports like this is not generally given in such great detail.
- (C) A report of this kind isn't hardly ever given in such detail as this one.
- (D) This report is more detailed than what such reports ordinarily are.
- (E) Reports of this kind are not ordinarily presented in detail, as this one is.

• **Expected Duties.** In a general way the duties of a typist are described as follows:

Under close supervision, to type records, reports, and letters; transcribe from a dictating machine; operate Varityper; do incidental work; perform related work.—*New York City*

Under general supervision, will do typing of moderate difficulty and perform general clerical duties, as assigned.—*Federal*

The duties of a typist in the New York State Civil Service are the same as the duties of a typist in the New York City Civil Service.

• **Educational Requirements.** None of the circulars of the three civil service commissions indicates any educational requirement for typist positions.

• **Sex.** The examinations are open to men and women; but, in some branches, the department or office requesting certification of eligible applicants has the legal right to specify the sex desired.

• **Citizenship.** Applicants must be citizens of, or owe allegiance to, the United States.

• **Physical.** Candidates will be required to pass a qualifying medical test after passing the knowledge examination but before actual appointment.

• **Veteran Preference.** In most competitive civil service examinations, some advantage or benefit is given to veterans honorably separated from the armed forces.

■ **Salaries** — The following represents the latest schedules for initial

job opportunities for Civil Service typists:

| N.Y.C. | N.Y. STATE | FEDERAL |
|---------|------------|---------|
| \$1,980 | \$1,840 | \$2,200 |

Typists in the New York City Civil Service receive three annual increments of \$120 each, with opportunities for promotion to higher grades. New York State typists receive five annual increases of \$120. In the Federal service, typists GS 1 receive periodic increases of \$80 until they reach \$2,680. They also have opportunities for promotion to higher grades.

■ **Performance Tests** — The three commissions differ in their performance requirements:

Candidates will be required to type satisfactorily at the rate of at least 40 words per minute for 10 minutes in order to obtain the minimum passing rating.—*New York City*

Minimum acceptable rate is 35 words per minute.—*New York State*

The minimum typewriting rate is about 45 words per minute.—*Federal*

■ **Instructions on Performance Test** —The following excerpt is taken from the Federal Circular AN 3508, dated March, 1949:

COPYING FROM PLAIN COPY (Both Typists and Stenographers Take This)

The sample . . . shows the kind of material that competitors must copy. Competitors will be required to meet a certain minimum in accuracy as well as in speed. Above the minimum speed and accuracy requirements, accuracy counts twice as much as speed in determining the final rating on Copying from Plain Copy.

See how many times you can copy the sample below in 10 minutes and how many errors your copies average.

If you are a nonpreference competitor, you must type the exercise at least 1 3/5 times; otherwise your paper will be rated "Ineligible" on speed and will not receive further consideration. Unless you average fewer than 9 errors in each complete copy of the exercise, your paper will be rated "Ineligible" on accuracy and will not receive further consideration.

Typing the exercise 3 1/5 times in 10 minutes gives the maximum speed score.

When you typewrite the exercise . . . , space, paragraph, spell, punctuate, capitalize, and begin and end each line precisely as in the exercise. In the examination you will have 10 minutes in which to make repeated copies of the test exercise, keeping in mind that your rating will depend upon accuracy as well as speed. Use both sides of the paper. Each time you complete the exercise, simply double space once and begin again. Keep on typing until told to stop.

Make no erasures, insertions, or other corrections in this Plain Copy Test.

■ **Implication for Schools**—A well-planned course in Civil Service

Typewriting is needed because the number of failures is large on civil service tests for typists. For example, in the New York City test in 1948, only 1,182 passed—out of 3,108 candidates. In 1949 only 850 out of 1,952 passed.

In small high schools, instruction in Civil Service Typewriting could be given in the regular typewriting and secretarial classes. Where this is not feasible, a Civil Service Typewriting club could be organized as an extracurricular activity.

Our Experience with an Intensive Shorthand Course

W. S. BARNHART

Director, Extended School Services
Indianapolis Public Schools

■ **Background**—There has been a continuing shortage of competent stenographers in Indianapolis. Accepting an obligation to do everything possible to increase the available supply as rapidly as possible, our school system planned to offer a special course for shorthand beginners last summer.

Students would be those graduating in June who had not had shorthand. It was believed that they would be able to finish the *Manual* in 40 two-period sessions. Then they could secure jobs as clerk-typists and continue the study of shorthand dictation in an evening high school, so that by February they could qualify for real stenographic employment.

• **In April**, therefore, the guidance counselors in the seven Indianapolis public high schools were asked to canvass the current graduating classes to determine which seniors had not studied shorthand in school and would be interested in our intensive eight-week course. Thirty-two girls and four boys expressed interest.

(Worth observing is the fact that the number was so small, in view of the 3,000 students in the graduating class. We interpret that fact as indicating that our high schools are doing a thorough job in directing potential stenographers and secretaries into the shorthand courses.)

■ **The Course**—Careful counseling procedures were carried on, but when the class opened on June 9, (Continued on page 314)



Give your students the "Winning Plus"!

As between two otherwise equal graduates, the one who is familiar with Ditto practice quite naturally has the better chance . . . for the business world is finding wider and wider use for Ditto in these days when operations must be streamlined for profit. Ditto can help in your teaching, too. Send for FREE master sheets, *Master Typing Tests 1 and 2*, from which you may run off copies of stroke-counted tests, arranged both for speed-building and pretranscription practice, for typewriter students. Ask also for FREE folders, *Dictation Facts Nos. 100, and 101*—each containing 600 standard words in groups of graduated difficulty for shorthand practice. No obligation. Write today!

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TRADE MARK REG. U. S. PAT. OFF.


"Little Miss Muffet" with Bangs

What does it take to gain a reputation for being "dependable"?

HELEN HULETT SEARL

STEPHEN MEREDITH entered his law office Monday morning at peace with himself and the world. He had spent a¹ relaxing week end hiking with his children in the woods near home, and he felt ambitious to tackle the cases on² his week's calendar.

As he opened the office door, he greeted Lorraine Kennedy, his competent secretary.³ Hiring an older, married woman had been a good idea, he told himself. She was working out fine; and⁴ her salary, she had often said, was a great help to the family income.

He had just settled down at his⁵ desk when Phil Williams, his junior partner, came in.

"Steve, have you heard the bad news?" he asked.

"Bad news on Monday morning?" What is it?" he countered.

"Lorraine's leaving us."

"She can't do that!" Stephen exploded. "She can't quit cold turkey after⁷ all the time and money we've spent—I paid for that refresher course in shorthand out of my own pocket."

"I know, Steve.⁸ But that's what she says. Leaving the first."

"What reason does she give?"

"Her health. Says she's tired—needs a rest."

"Why didn't she come⁹ to me? I hired her."

"Guess she didn't have the nerve to face you," Phil said.

So this was what you got for helping people,¹⁰ Stephen reflected, pushing the buzzer to summon his secretary. When she came in, he went straight to the point.¹¹ "Mr. Williams tells me you're thinking of quitting," he said.

"I'm going to stay home," she answered, almost sheepishly.¹² "It's too hard keeping house and working."

"But what about the new car you and your husband are buying, and the college¹³ fund for your son?"

"My husband will have to take care of that. I'm tired; I need a rest."

Stephen thought for a moment,¹⁴ studying her face, then said, "I told

you we were giving you two weeks' vacation next month even though you haven't been¹⁵ with us quite a year. Why don't you take two weeks more on your own and come back at the end of the month?"

"Oh, thank you, Mr.¹⁶ Meredith," she said, "I'll do that," and went back to her desk.

THE FIRM began advertising almost at once for a¹⁷ girl to fill in for the month. Stephen, busy getting ready for his own vacation, left most of the interviewing¹⁸ to Phil. "You're the one to be pleased; I'll be gone all the time she's here," he told him.

"I like the little dark-eyed one,"¹⁹ Phil decided finally. "Sally Ferguson. She's a good stenographer, and I like the way she wears that black²⁰ hair in a straight bang across her forehead."

Stephen smiled at his junior's enthusiasm. "Some way to pick a²¹ secretary!" he said. "Wish you luck! I'm glad I'll find Lorraine on the job when I get back."

The day before he left he²² called his secretary in for a talk.

"Now, Lorraine," he began, "I can definitely count on your coming back²³ to work at the end of the month? You know that if you have any other thought, we want to arrange for a permanent²⁴ secretary instead of taking on this young girl."

Lorraine was quick to assure him, "Oh, yes, Mr. Meredith,²⁵ I want to come back."

WHEN STEPHEN stepped into his office the morning of his return, he was surprised to find²⁶ behind the secretary's desk not blonde, dignified Lorraine Kennedy but a brisk young girl with the blackest hair²⁷ and the shortest bangs he had ever seen. He stopped in the door and stared.

"Bangs" looked up, returned his quizzical stare, and²⁸ then smiled.

"You're Mr. Meredith, aren't you? Mr. Williams said he expected you back from vacation today.²⁹ I'm Sally Ferguson."

Stephen extended his hand. "You're the young lady who has been taking Mrs. Kennedy's place."³⁰

Probably a nice girl, Stephen thought. But she certainly didn't have Lorraine's dignity or experience. As³¹ he had often told Phil, a law office means problems for any secretary, and it takes a girl with a³² really mature mind to keep pace.

He walked to his partner's office and shut the door carefully behind him.

"Why the³³ Little Miss Muffet out there?" he asked in a low voice. "Where's Lorraine Kennedy?"

"She called up three days ago," Phil said.³⁴ "Told me she wasn't coming back."

"So she didn't keep her word after all!" Stephen stopped short, his temper subsiding³⁵ as quickly as it had flared. "Well, I suppose we'll have to start in all over again looking for a permanent³⁶ secretary."

"I don't think we will, Steve," Phil said.

"What do you mean? We have to have a secretary."

"In my³⁷ opinion we have as fine a secretary as we could ask for right out there at the desk," Phil said.

"That child?" Stephen³⁸ exploded. "Why, she doesn't look more than eighteen."

"But she is, Steve," Phil assured him. "She's twenty-three. And, what's more, she's³⁹ studying law, going to school nights. She's taken hold here like a whiz."

* CROSS INDEX

Each month Business Education World presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

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"Probably doesn't know a deposition⁴⁰ from a typewriter eraser," the older man retorted. "Studying law at night school, indeed! She'll probably⁴¹ go two months and give it up."

"I don't think so," his junior partner replied with a grin. "She's not exactly a⁴² beginner. She'll be ready for her bar exams in a few months."

"Well, she'll still have to show me," Stephen answered. "I picked⁴³ Lorraine Kennedy for dignity and mature judgment. But you can't expect me to believe there's anything but⁴⁴ feminine whims and wiles under those bangs of Sally's."

"Shall I fire her this morning or can you wait until she types⁴⁵ the Mercer brief?"

"Don't be funny," Stephen remarked. "She stays until we can get a good permanent secretary⁴⁶—if there is such a thing any more!"

THE PARTNERS' DISAGREEMENT over their new secretary was all but⁴⁷ forgotten in the week that followed. The Mercer appeal, postponed for weeks, had finally been scheduled, and Phil and Stephen,⁴⁸ as well as Sally, worked late every night completing the appeal brief.

As Stephen Meredith watched Sally⁴⁹ work with unremitting concentration hour after hour to get the appeal perfect, he began to understand⁵⁰ something of his young partner's appreciation of her. Perhaps, after all, there were some brains hidden behind those⁵¹ black bangs. Her attention to indexing, headings, and subheadings was strict. She even made some suggestions for⁵² arranging the material more logically.

Somewhere in her evening law courses, he felt sure, one of Sally's teachers⁵³ must have lectured the class on the importance of absolute accuracy in preparing briefs and pointed⁵⁴ out that many a judge will throw out a brief for the smallest technical flaw.

The morning the case was to be heard,⁵⁵ Stephen Meredith arrived at his office just after eight o'clock. He wanted to give himself plenty of time⁵⁶ to get his papers together before starting for the courthouse, and he had to sit down with Phil to give the appeal⁵⁷ that all-important final reading.

He was surprised to find that, early as he was, Sally had come down before⁵⁸ him and, head bent, was pouring over the papers when he opened the door.

While they were exchanging greetings, Phil⁵⁹ arrived, and the two partners paired off in Stephen's office to check the papers. At 9:30 Sally came in to⁶⁰ remind them of the time and bring the file copies of the history of the appeal.

As Stephen slipped them into⁶¹ his brief case, she said, "Excuse me, Mr. Meredith, but would you mind checking one point in the history? It has⁶² me worried."

"It's only the history of the case, Sally," he answered. "Lorraine Kennedy worked it up just before⁶³ she left. There's nothing complicated about it. Besides, Phil gave it a reading when it was finished."

"Well," Sally⁶⁴ began, hesitantly, "you're probably right. But I looked it over this morning. I've been worrying about⁶⁵ that word 'collusion.' The outline in shorthand is very much like 'collision' and, since this case concerns a collision⁶⁶. . ."

"Wait a minute!" her boss exclaimed. "Let me see it."

With the papers out on the desk before them, the two partners⁶⁷ quickly traced the word in question.

"Sally, you're right!" Phil fairly shouted.

"You certainly are, young lady," Stephen agreed.⁶⁸ "That one word changes the whole sense of it." He took her hand and shook it warm-

ly. "You're a real lifesaver, Sally.⁶⁹ Catching that word before the judge saw it is a terrific help."

"I'm glad, Mr. Meredith," Sally told him.⁷⁰ "I'll change this and the copies right now so you can leave on time."

STEPHEN WAS just going out of the office when the⁷¹ phone rang.

"It's for you, Mr. Meredith," Sally informed him.

Coat and hat in hand, he took the call at her desk. The⁷² voice of Lorraine Kennedy, sweetly apologetic, came over the phone.

"I realize I made a mistake⁷³ giving up my job with you, Mr. Meredith. One of the girls in your building said you had a temporary⁷⁴ secretary but were still looking for someone permanent. I'm sure you agree that you won't be able to find⁷⁵ any legal secretary to match my work for speed and accuracy."

Stephen Meredith's answer came without⁷⁶ hesitation: "Not to match your speed, perhaps, Lorraine, but your accuracy is another matter. And the⁷⁷ girl in the building was wrong." He glanced over at Sally Ferguson as he spoke and smiled. "We have just replaced our⁷⁸ temporary secretary with one we hope will be with us a long, long time." (1574)

What Would You Do?

HELEN WATERMAN

LINDA SUE felt only scorn as she took Mr. Kirk's dictation. Really, it did seem, if a man could run a¹ company and serve on half the town's civic committees, he should know better than to split infinitives!

"Say when² you think we ought to actually start," Mr. Kirk concluded, "and we'll hop to it pronto. Say howdy for me³ to the boys. With best regards, Joe Kirk."

Back at her desk, Linda Sue transcribed her notes impatiently. How on earth, she⁴ wondered, had that man ever managed to get as far as he had without her? Certainly his previous secretary⁵ could not claim any credit! The files were full of dangling participles and mangled metaphors.

When she⁶ gave him the letters to sign, her employer studied them closely.

"Please advise me when we actually should start,"⁷ Mr. Kirk read

aloud. "We shall give it our immediate attention. Remember me to your associates.⁸ I send my best regards. Yours very truly."

He looked up. "They're all like that! What kind of a cream-puff are you making⁹ out of me?"

"Well, surely," Linda Sue exclaimed, "I should correct a split infinitive!"

"A what?" he yelled.

"You said, 'to¹⁰ actually start,'" Linda explained patiently. "The words 'to start' must go together. Either 'to start actually' or 'actually to start.' I got straight A's in English. I know about things like this, Mr. Kirk."

"Well, ain't that¹² fine!" her employer said sarcastically. Linda Sue winced. "What I want to know is when to actually start.¹³ We're already started, after a fashion. Now, you go back and write those letters like I said them, or I'll have to¹⁴ find myself a girl who can." (285)

What would you do?

"SHH! IT'S A SECRET!

A WONDERFUL SURPRISE

IS COMING YOUR WAY!

DON'T MISS NEXT MONTH'S

SMITH CORONA AD...

'L.T.' IS HERE AT LAST!"



If You Must Ever Start Over . . .

MARJORIE L. JONES

MY SON is just a child now. But I've made up my mind to one thing. He is going to master business subjects¹ thoroughly. No matter what career he chooses, they'll help—and they may make the difference between success and failure.² You can take my word for it—I know!

Four years ago I lay in a hospital, a widow with a baby being³ cared for by friends. I had to lick virus pneumonia and then find a way to earn a living. As I turned⁴ the problem over in my mind, I catalogued my earning assets. I had trained to be a nurse, but my illness⁵ would be a liability in a profession that rates good health as a prime requisite. Then there was the business⁶ course I had once taken in night school. Could I do enough reviewing on my own to regain my competence?⁷ Perhaps. At least it was worth a try. And, if I made the grade, I could look forward to a well-paying job with⁸ regular hours, no week-end work or overtime.

Somewhere at home, I seemed to remember, was my shorthand textbook. If⁹ my landlady could find it for me, I could study it at the hospital.

I'm sure she thought it was just a whim;¹⁰ but she did find it, and the next day I began the great project.

How, I wondered, does one go about relearning¹¹ shorthand without an instructor? Well, perhaps, I thought, if I started at Page One and went through systematically¹². . . .

FOR FIVE HOURS A DAY I studied in bed, trying to make outlines like those in the book. The idea seemed far-fetched¹³ to them, but the nurses admitted that it did keep me occupied and cheerful. One thing that helped a lot was my¹⁴ little set of earphones that plugged into the hospital radio system. Using them, I could take dictation¹⁵ and build up my speed. When I finally went home, I worked out a schedule: three hours a day, in split shifts, beating my¹⁶ broken-down old typewriter and another three hours resting on the couch taking dictation from the radio.¹⁷

When I felt well enough, I paid a visit to the library and borrowed some books on billing and book-keeping.¹⁸ With these skills added to my shorthand, I was ready for my first job.

I think my employer was as much impressed¹⁹ by the resourcefulness of my sick-bed refresher course as by my qualifications. As soon as the job got²⁰ well under way, I enrolled in night school for a course in business machines. Within a year, I was secretary²¹ to the production manager and keeping stock records. Then another old skill, my nursing, was called into use²² when I had the chance to relieve the industrial nurse on her days off.

In two years I was in line for a²³ promotion to office manager, because of my "diversified training." But I never got the job. Illness again²⁴ intervened. This time, my son, stricken with severe asthma, was the victim. His health, perhaps even his life,²⁵ depended on my being at home to care for him.

FOR A FEW DARK DAYS it seemed that I was "stopped" for good. Then I began²⁶ to realize that I had the

advantage of owning a typewriter, I could take rapid dictation, and²⁷ I understood bookkeeping, billing, and stock records. I also had a telephone.

It cost me exactly²⁸ \$1 and a few hours to send out one hundred penny post cards stating my qualifications. I canvassed all²⁹ the business and professional people listed in our telephone directory and got my cards off to them.³⁰

It was the best \$1 investment I ever made. From that day to this, life for my boy and me has followed³¹ a stable pattern.

I send statements each month for dentists and doctors. I do steno service for guests at the hotel,³² and I'm even able now to take an occasional part-time or temporary office job.

So, ONCE AGAIN,³³ my shorthand and business training proved worthy "under fire." Nursing is a proud profession, of course, and I'm happy³⁴ I trained for it. But there is an adaptability about shorthand that makes it the perfect skill to relearn³⁵ under even the grimmest circumstances—even in a hospital.

Perhaps you can see now why I want³⁶ my son to master business subjects. Knowing them may make the difference between his success and failure.

You can³⁷ take my word for it—I know. (725)

Lost Ball!

In "The American Digest," from "The American Weekly"

DESPITE THE FACT that cricket is the British national pastime and the lion is Britain's national emblem,¹ the two don't mix—as was discovered during a cricket match not long ago in Africa.





The batsman had just² driven a hard ball to the outer boundary when a large, shaggy lion leaped out of the brush and clutched it³ happily between his paws.

"Lost ball!" shouted the defending captain, warily eying the big cat from a safe distance.⁴

The astonished umpire peered at the lion. "The ball is in full view," he announced. "According to the rules, it's⁵ in play!"

IN CRICKET, unlike baseball, batsmen are not limited to a single run. They keep on running—and scoring⁶—until put out. While the defense stood helpless, the two batsmen began running.

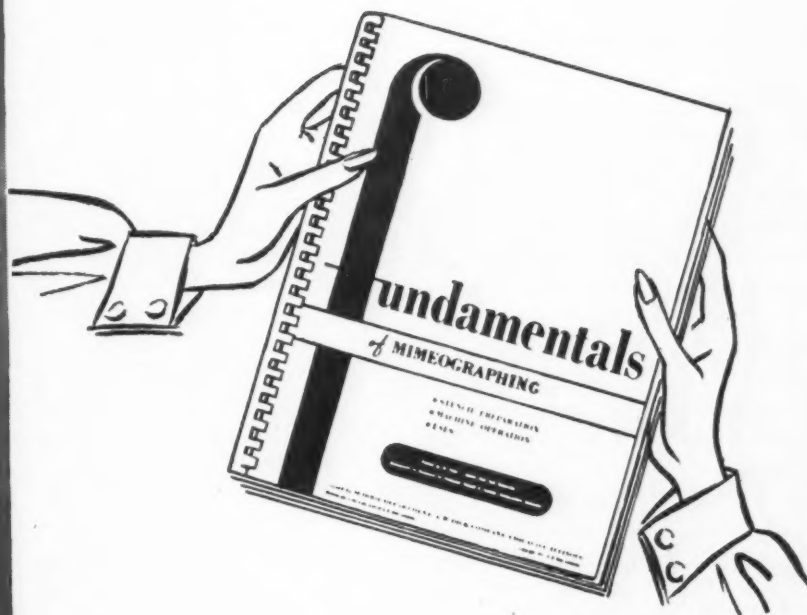
The defense threw rocks at the lion,⁷ but he shrugged them off. He toyed with the ball like a playful kitten, rolling it back and forth curiously. The⁸ runners, tiring under the hot sun, slowed to a trot—but the score climbed phenomenally. They were practically⁹ walking by the time the defense organized and drove their unwanted "teammate" off. Lion, or no lion, both sides¹⁰ called it a day. (203)

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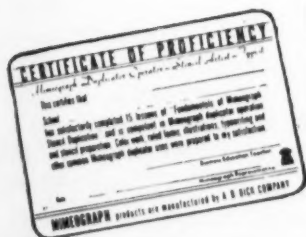


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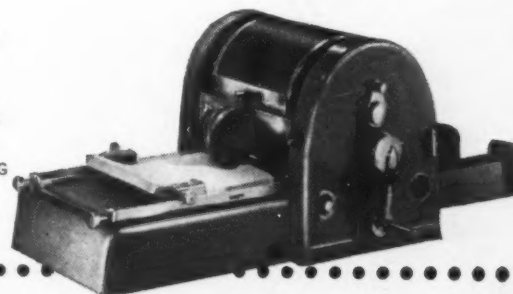
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Lady of Natchez

HELEN WALKER

WHEN SHE received us at the door of the spacious old home at Natchez, we sensed that she was of good breeding and great¹ wealth. Her hair lay in snowy waves about her head. Her eyes were mild and gracious. She was dressed in taffeta and laces² (the dress—hoops and all—belonged to Civil War days). She set the mood for the handsome rugs, the aged wood, the rare old³ china and crystal.

Her sweet, soft voice cast a spell over us as she ushered Charles and me to the drawing room to⁴ see the fabulous French rosewood chairs. "They're upholstered with the original brocade," she said. "The walls are still papered⁵ with the scenic paper my great great uncle brought over from France. . . .

"This is the dining room. The gilt chairs are Louis⁶ XIV, and the fireplace is made of fine Italian Carrara."

AND SO her voice ran on as she showed us through all⁷ the rooms, from the hall with its richly carved staircase to the kitchen with its wide stone fireplace, shining copper vessels⁸ hanging at either end and a large black pot swinging above the logs. "Here," the lady said, "the whole meal was cooked over⁹ the open fire, even for twenty or thirty guests."

When she said good-by at the door, the fanlight arching above¹⁰ her like a frame, we felt as if we had stepped back from another age, which had stirred us deeply by its elegance.¹¹ But I was quickly brought back to our own day when Charles asked, "Where's your hat?"

"Oh, dear." I cried. "It was hurting my head;¹² so I took it off and must have left it by the fireplace."

RECEIVING NO ANSWER to my knock, I hurried back through¹³ the high-ceilinged rooms toward the kitchen, where I thought the hat had been left.

I saw here there, slumped in an old rocker, a¹⁴ soft gray wig lying in her lap. Her natural hair was straight and an ugly iron gray. I

felt abashed at¹⁵ surprising her like that.

"I'm sorry," I murmured, blushing, "I think I left my hat here." I glanced at the cupboard. It was¹⁶ there. When I stepped over to pick up that Lily Daché model, she said with more than a shade of longing, "It's lovely,¹⁷ and so becoming; I noticed it when you came in."

Her voice made me sorry for having that high-priced hat. "It's¹⁸ really quite old," I said. "I've had it three years."

Then I noticed the deep lines in her face. They were not lines put there¹⁹ by a life of ease. "It has been twelve years since I've bought a hat," she said softly. "I've often had reason to regret²⁰ that my ancestors were people of wealth and extravagance. It takes all we can make to keep up this place."

WHEN I²¹ RETURNED to Charles, I took pains to avoid his eyes. "I must have left my hat at the hotel," I said.

It was well he²² did not know what I paid for the hat. Nor would I like him to see the lovely Lady of Natchez wearing it. (459)

Jr. O.G.A. Test for February

Hi John, All the club members have been busy as beavers ever since the beginning of this term. How about taking¹ time out to relax next Wednesday and go to a hockey game? Before the game, we could have dinner in any² chosen place. You will not need any cash for this outing; we have the funds in the club bank. I've written to the rest³ of the gang and should be hearing from them soon. Please write me if you can make it, so that we will know how many tickets⁴ to get. Be seeing you soon, I hope. Ted (88)

February O.G.A. Membership Test

I CANNOT REMEMBER how it happened; the whole matter being somewhat hazy. I fancy I had gone on a¹ botany expedition. I remember that I had taken up the study of plants with a good bit of² interest; and, when hunting for some particular specie in the mountains, I sat down to rest on the edge of a³ ravine.

If I remember rightly, the ground began to slip from under me. The

descent was a very⁴ considerable one, and I became unconscious. How long I lay there under the heap of earth and stones I can't say. At⁵ last I came to and got up from the debris, crawling on all fours like a mole coming to the top of the ground to⁶ feel the sunshine on his dim eyeballs! Oddly enough, I seemed now to be in a new world. (136)—Adapted from an excerpt from "A Crystal Age," by W. H. Hudson.

INTENSIVE COURSE

(Continued from page 307)

only 13 graduates enrolled for the course in Beginning Shorthand although other postgraduates enrolled in Typewriting, Secretarial Practice, and Machine Calculation.

• *The schedule* was as follows:

8:00-8:55 Shorthand Recitation
9:00-9:55 Supervised Shorthand Study
10:00-10:55 Elective (typing, etc.)
11:00-11:55 Shorthand Recitation

Pupils were required to spend a minimum of one hour daily in home study. School was not in session in the afternoon. We used the *Gregg Simplified Manual*. The class met in recitation twice a day, for forty days.

• *The Results*. At the conclusion of the course on August 4, Miss Wilhelmina Schaufler, the instructor, reported that the class had completed the *Manual* and had achieved a dictation rate and general writing ability somewhat superior to that ordinarily reached by high school classes at the conclusion of the second semester of shorthand study.

■ *Our Conclusions*—As a result of our experience last summer, we have concluded:

• *Opportunity*. That nearly every graduating senior in Indianapolis who is interested in studying shorthand has taken advantage of the opportunity while in high school.

• *Need*. That it seems desirable, nevertheless, to provide an intensive short course in shorthand during each succeeding summer term for those graduates who did not study the subject and who desire to qualify for secretarial work in an accelerated program after graduation.

• *Materials*. That, using *Gregg Simplified*, it is possible with a grade-13 class level to complete the text in forty days with two recitations a day and with an equal amount of time given to preparation.